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SOUTHWEST MISSOURI STATE TEACHERS COLLEGE

BULLETIN

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COLLEGE CALENDAR

1920-1921

- Registration for fall term—Monday, September 13.
Assembly of fall term classes—Tuesday, September 14.
Annual school picnic—Friday, October 8.
Girls' annual reception—Friday, October 29.
Close of fall term—Wednesday, November 24.
Registration for winter term—Monday, November 29.
Assembly of winter term classes—Tuesday, November 30.
Annual inter-society oratorical contest—Friday, December 10.
Christmas vesper service—Sunday, December 12.
Christmas vacation—Friday, December 17, 1920, to Monday, January 3, 1921.
Boys' annual reception—Monday, February 14.
Annual inter-society debates—Thursday, February 17, Friday, February 18, Saturday, February 19.
Close of winter term—Friday, March 4.
Registration for spring term—Monday, March 7.
Assembly of spring term classes—Tuesday, March 8.
Annual high school basket ball tournament—Thursday, March 10, Friday, March 11, and Saturday, March 12.
Annual high school musical contest—Thursday, April 7, Friday, April 8, and Saturday, April 9.
Annual inter-society interpretative reading contest—Friday, April 15.
Organization of mid-term classes for approved grades—Monday, April 18.
Baseball and tennis tournaments—Friday, April 29.
Annual high school track meet—Saturday, April 30.
May Day celebration—Monday, May 2.
Annual inter-school debates—Friday, May 13.
Faculty reception—Saturday, May 14.
Close of spring term—Friday, May 27.
Registration for summer term—Monday, May 30.
Assembly of summer term classes—Tuesday, May 31.
Baccalaureate sermon—Sunday, July 31.
Commencement—Thursday, August 4.

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W. N. EVANS, West Plains.	}	Term expires January, 1923.
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Foreign Languages.

THE SOUTHWEST MISSOURI STATE TEACHERS COLLEGE

The Southwest Missouri State Teachers College is devoted to the work of training young men and young women to teach in all grades of the public schools of Missouri. The advantages of the Teachers College are the attractive location, the excellent equipment, the efficient faculty, and the superior organization of curricula and of courses. These advantages insure steady progress and widening influence.

A CHANGE OF NAME

The Southwest Missouri State Teachers College is the name given by legislative enactment to the institution known until the summer of 1919 as the Fourth District State Normal School. The Fourth District State Normal School was established in 1906 at Springfield, Missouri. From the beginning the school has maintained professional and academic courses of the rank and character offered by the best teachers' colleges. The recognition of this fact brought about the change to the truer name, the Southwest Missouri State Teachers College.

THE DEGREE OF B. S. IN EDUCATION

The ideal preparation for any teacher cannot be less than a strong four years' high school course, and in addition a full, properly directed four years' collegiate course. The Teachers College recognizes this preparation for teaching by conferring the degree of Bachelor of Science in Education.

THE DEGREE OF A. B.

Young men and young women who wish a full collegiate course undetermined by specific professional aim may do their work in the Teachers College. Those who complete one hundred and twenty hours of academic courses and select majors and minors according to the advice and the approval of the Committee on Graduation are entitled to the degree of Bachelor of Arts.

PRE-MEDICAL AND PRE-LEGAL COURSES

The resources provided by the State of Missouri are at the service of those who may desire to do the first two years' work of a legal or a medical course at the Teachers College. All the courses needed for this purpose are provided.

BUSINESS COURSES

Incidental to the training of commercial teachers a very superior department of commerce is maintained. Young men and young women who desire to take business courses may take advantage of this department at no increased cost.

CERTIFICATES AND DIPLOMAS

The State Superintendent of Schools issues a rural state certificate upon the recommendation of the Teachers College. For requirements see page 101.

The Teachers College issues certificates and diplomas as follows:

1. The elementary (Regents') certificate, representing the completion of 30 hours (1 year) of college work, and authorizing the holder to teach in elementary and rural schools for a period of two years.

2. The diploma representing the completion of 60 hours (2 years) of college work and authorizing the holder to teach in elementary and rural schools during good behavior.

3. The high school certificate, representing the completion of 60 hours of college work and authorizing the holder to teach in high schools for a period of two years.

4. The 90-hour elementary diploma, representing the completion of 90 hours of college work, and authorizing the holder to teach in elementary schools during good behavior. This diploma simply represents a more thorough preparation than that represented by the 60-hour diploma.

5. The 90-hour high school diploma, representing the completion of 90 hours of college work and authorizing the holder to teach in high schools during good behavior. As in the case of the diploma named above this diploma represents a more thorough preparation than that represented by the 60-hour limited certificate.

6. The B. S. in Education degree, representing the completion of 120 hours of college work and authorizing the holder to teach during good behavior.

7. The A. B. degree representing the completion of 120 hours of college work selected in accordance with the usual grouping of subjects.

RENEWALS

1. The elementary (Regents') certificate may be renewed once, on the completion of an additional 15 hours of college work. Of this amount 5 hours may be completed by extension or correspondence, and the remainder by one term of residence work. After this, the student should plan to complete the requirements for the diploma for elementary teaching.

2. The high school certificate may be renewed twice, each time on the completion of an additional 20 hours of college work. For each renewal not more than 10 hours may be done by extension or correspondence. For each renewal 10 hours of work must be done in residence. After the second renewal the student should plan to meet the requirements for the degree.

If the student wishes, he may receive the 90-hour diploma by completing in residence an additional 10 hours after meeting the requirements for the first renewal.

ENTERING THE TEACHERS COLLEGE

TIME FOR ENTERING

Students should notice carefully the school calendar in order to ascertain the opening dates of each term. According to the provisions of the inter-school agreement of this State, anyone enrolling late can not get credit for a full term's work. (See Sec. III, Div. E, Inter-School Agreement.) For this reason as well as for the reason that a late beginning means a permanent handicap to a student, it is very important that every student should enter on the exact opening date of each term.

CONDITIONS OF ADMISSION

High School Department: A student must be 16 years old when he seeks admission to the high school department.

Students just beginning high school work must file with the Entrance Committee a statement certifying to the fact that they have completed the work of the elementary schools. (See Sec. II, Inter-School Agreement.)

Students who have done high school work elsewhere must file a statement of their previous work with the Committee on Entrance. This statement must be presented in proper form and must be signed by the superintendent or principal of the high school in which the work was done. The Teachers College furnishes the proper blanks for the purpose of making these statements and every student who contemplates entering this school should secure a blank from the Registrar. This statement properly certified should be presented to the Entrance Committee on or before the day of enrollment. (See Sec. II, Inter-School Agreement.)

Credit for high school work will be given in accordance with the rating of the high schools made by the State Superintendent.

College Department: Completion of an approved four year high school, or fully accredited academy with at least 15 units of credit is required for entrance into the college department. A properly certified statement of such work must be filed with the Committee on Entrance

on or before the day of enrollment. Prospective students should ask the registrar for an admission blank so that their secondary school credentials may be filed in the proper form. (See Sec. II, Div. A, Inter-School Agreement.)

A student may enter the college department conditionally upon the presentation of 13 approved units, provided that such student removes the entrance conditions within a school year, nine months, from the date of entrance. (See Sec. II, Div. C, Inter-School Agreement.)

Special Students: Students over 21 years of age, who are able to demonstrate their fitness to do college work, may be admitted to college classes as special students. Such students can not be candidates for certificates or a diploma until they have met the requirements for admission as regular students. (See Sec. II, Div. B, Inter-School Agreement.)

ADVANCED STANDING

A student entering the college department who has already attended a college or university should present his former college record to the Committee on Advanced Standing in order that he may receive the proper credit for his past college work. This should be done on or before the day of enrollment, preferably before. Students will naturally receive more attention in this matter if they present transcripts of their college records before the time of enrollment. (See Sec. V, Inter-School Agreement.)

No advanced standing is given for post-graduate high school work. (See Sec. V, Div. C, Inter-School Agreement.) No advanced standing is given for teaching experience. (See Sec. V, Div. D, Inter-School Agreement.) No advanced standing is given for grades on state or county certificates. (See Sec. V, Div. E, Inter-School Agreement.)

ENTRANCE EXAMINATIONS

Students claiming more credit than is allowed by the State Superintendent's rating shall receive the same only by examination. These examinations must be taken immediately upon entering, and as prescribed by the regulations of the Inter-School Agreement, (See V, Div. B, Subdivisions a, b, c, h, i, j).

HOW TO ENROLL

The details of enrolling can be learned easily upon arriving at the Teachers College Administration Building. There are very few directions to keep in mind preparatory to enrollment.

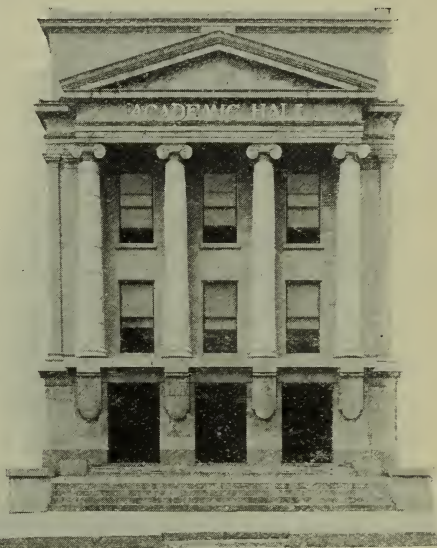
1. Bring your high school or college credentials with you as indicated above in the statements under "Conditions of Admission."
2. Be prepared to pay the incidental fee of ten dollars per term immediately upon making your class schedule. In all cases where the

scheduling is not completed and the incidental fee is not paid on or before the day selected as registration day, students must pay an additional fee of one dollar or a total incidental fee of eleven dollars. Students are enrolled into classes from the office only. Your enrollment card will not be sent to your teachers until this fee has been paid.

3. Make a preliminary study of this catalog with the purpose of deciding what general course you wish to pursue. After having your entrance and advanced standing properly established by the committees above mentioned there will be little trouble in scheduling, provided you have decided upon the general course upon which you desire to enter.

INCIDENTAL FEE

The incidental fee collected from every student is used to pay for heating, lighting, cleaning and repairing the building, and for library, literary and athletic expenses. The incidental fee is ten dollars for each term, provided payment is made before the assembly of classes. In case of registration after the assembly of classes for the term, the fee charged is eleven dollars. If students withdraw from school during the term, the incidental fee is not refunded. Whatever may be the cause of withdrawal, this rule admits no exceptions. The fee paid by a student for any given term cannot be transferred to the credit of another student or of another term.



AGREEMENT OF CONFERENCE OF STATE EDUCATIONAL INSTITUTIONS AND STATE SUPERINTENDENT OF PUBLIC SCHOOLS

A conference in which were represented the various educational institutions and the State Department established an inter-school agreement which all the state schools are following. This agreement covers a great many subjects, and is not printed in full in this catalogue. Only those sections are presented which are of interest to students of the school. The sections are numbered and the subdivisions are lettered just as they are in the original document.

I. Conditions Under Which College Work Should Be Done.

1. In all regulations appertaining to college and secondary work we shall conform as nearly as possible to the regulations of the North Central Association of Schools and Colleges.

2. All entrance certificates shall be filed with the Credentials Committee on or before the opening of the semester or term, unless in special cases the Credentials Committee may for adequate reasons grant an extension of time for the filing of entrance certificates. (Pupils beginning secondary work shall file official evidence that they have completed the work of the elementary school, except persons holding teachers' certificates.)

II. Admission to Classes of College Rank.

A. Completion of a four-year course, with at least 15 units of credit in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school, shall be required for entrance.

(1) All parties to the agreement should adopt a uniform requirement of 15 secondary units for admission to college work.

B. Students over twenty-one years of age, who are able to demonstrate their fitness to do college work may be admitted to college classes as special students, but they cannot be candidates for graduation until they have met the requirements for admission as regular students.

C. A student cannot be admitted to classes of college rank who is conditioned in more than two entrance units. All entrance conditions must be removed within one year of the date of admission. (Nine months of attendance may be considered a year.)

III. Definition of College Work.

D. In schools where excess and diminished credit is allowed students shall not be permitted to carry for credit more than 32 semester hours per year, nor shall any student receive more than $37\frac{1}{2}$ semester hours' credit per year. In schools where excess and diminished credit is not permitted students shall not be allowed to carry for credit more than 30 semester hours per year, except that, at the discretion of a committee on excess credit, students ranking among the upper 30 per cent of the student body in scholarship may be permitted to carry $33\frac{3}{4}$ hours per year and students ranking among the upper 5 per cent of the student body in scholarship may be permitted to carry $37\frac{1}{2}$ semester hours per year.

E. **Late Entrance.** The total credit for students who enter late shall not exceed one semester hour for each week of attendance. This rule need not be applied to students who for adequate reasons enter not more than one week late.

F. Credit for Correspondence Work.

1. At least eight lessons should be required for each semester hour of credit. A lesson should be planned so that it will require approximately five hours (sixty minutes) for its preparation.

2. A maximum of ten semester hours or two high school units may be completed in any school year.

3. No college credit shall be given for correspondence work in reading circle books.

4. A uniform fee should be charged; not less than three dollars per semester hour is recommended.

5. Copies of all lessons should be kept on file.

G. Credit for Extension Work.

1. Not fewer than four lecture visits shall be made by regular members of the faculty for each semester hour of credit.

2. Students shall be required to do enough written work in addition to bring the standard of extension work up to that of correspondence courses mentioned above.

V. Advanced Standing.

All advanced standing either secondary or college for work done in other institutions shall be recorded in the first term or semester during which the student is in attendance.

A. From standard institutions of high school and college rank.

1. Students entering from classified high schools shall be given credit according to the rating given by the State Superintendent.

2. Advanced standing may be given on certificate for work completed in accredited standard junior colleges.

B. From other institutions.**1. Secondary Credit.**

(a) For work completed in an unclassified secondary school credit may be given to the amount indicated by the State Superintendent's rating for this school.

Students claiming more credit for work done in either classified or unclassified secondary schools than is recommended by the State Superintendent's rating shall be given this credit by examination only.

(b) In no case shall entrance examinations be given for more than four units for each year spent in school.

(c) Entrance examinations shall be held not later than the first week of each term.

(d) No credit by examination shall be given after a student has completed one year of work in the school, nor after an advanced course in the subject has been completed.

(e) Students shall not be admitted to examination for advanced secondary standing unless they produce evidence showing that they have made systematic preparation in the work for which this advanced standing is claimed.

(j) Where college credit is substituted to make up a deficiency in secondary credits, five hours of college credit shall be counted the equivalent of one unit of secondary credit.

2. College Credit.

C. No advanced standing of college rank shall be given for post-graduate work in a high school unless such high school is properly equipped and definitely organized to do work of college rank, and restricted entirely to students who have completed a four-year secondary course under teachers having the qualifications set forth for teachers of college subjects. (See Sec. II, D.)

D. No credit shall be given for teaching experience gained as a teacher receiving a salary. If it seems probable that an experienced teacher cannot take with profit any required courses in observation or practice teaching, he should be excused from such courses, and required to elect an equal amount of academic or professional work.

E. No advanced standing for college credit shall be given for grades on state or county certificates when such grades have been secured by examination.

X. When this conference finds that the conditions named in this report have been fully met, college work done in any of the institutions shall be accepted hour for hour in the other institutions, and graduates of the 120-hour course shall be admitted to the graduate school of the University of Missouri.

3. Credit for Military Service.

January 8, 1920, the Conference Committee of Missouri State Educational Institutions, at its meeting held at Jefferson City, adopted the following plan for credit for military service:

(1) That a maximum of 12 hours' credit be granted for service in the military forces of the U. S. A., this credit to be apportioned approximately as follows: service for 12 months or more, 12 hours; 6 months, 9 hours; 3 months, 6 hours.

(2) That any student who, in addition to Military Service, has completed courses in any reputable educational institution, including specialized military schools, upon the presentation of proper certificate or other satisfactory evidence, may be given credit therefor, provided that such work is regularly accepted toward the degree for which he is a candidate.

(3) That no credit other than that provided for above be granted for any form of war activities.

Notes:

(1) This plan is followed by all state educational institutions and is based on a careful investigation of what is being done in other standard educational institutions of the United States.

(2) The plan provides that credit for military service be not compounded. That is to say that time spent in educational institutions or military schools and for which extra credit is allowed shall be subtracted from the total time spent in military service.

GENERAL PROVISIONS

(Applicable to all curricula)

1. The requirements outlined above take effect September 1st, 1919.
2. Students who enrolled prior to September, 1918, and who have completed 20 semester hours of work within the years 1916, 1917, or 1918, may be permitted to complete the work for a certificate or the first diploma according to the requirements as set forth in the catalogue bulletin of July, 1917. All students not meeting these conditions must complete their work according to the requirements as set forth in the bulletin of April, 1920.

Students who have received one diploma from this institution prior to September, 1918, and who have completed, since receiving that diploma, 20 semester hours of work counting toward a higher diploma or the degree, and who have completed this work as recently as the years 1916, 1917, or 1918, may be allowed to complete their work on the basis of the requirements as set forth in the bulletin of July, 1917. All students who can not satisfy these conditions must complete the work for a higher diploma on the basis of the requirements as set forth in the bulletin of April, 1920.

3. Any student transferring from one curriculum to another must fulfill the requirements of the curriculum to which he transfers.

4. No student may offer more than thirty hours of work in his major subject or in Education for the degree, without the consent of the Council.

5. No student may offer less than thirty hours of work in Education for the degree of B. S. in Education, without the consent of the Council.

6. The minimum residence requirement for the Regents' Certificate is two terms (20 hours), for the High School Certificate and all diplomas three terms (30 hours), provided that

(a) The last 10 hours offered for the Regents' Certificate, and the last 20 hours offered for the High School Certificate or any diploma shall be done in residence, provided further that

(b) A student who has met all other requirements, including the above residence and all practice teaching requirements, and who lacks not more than five hours for the completion of any diploma, may be permitted to finish such requirement by correspondence or extension.

7. For any certificate higher than the Regents', for all diplomas and degrees, only those students are eligible whose standing is M or higher in a majority of their full courses, professional and academic.

8. A student who does in a satisfactory way part of the work of a course and who fails to complete within one year and a half the remainder of the course, forfeits all claim for credit on the part completed.

9. For the total amount of work that may be done by Correspondence or Extension, see the section on Extension Division.



THE FOUNTAIN AND EAST FRONT OF ACADEMIC HALL

10. For practice teaching requirements see "Teaching in the Training School," page 43.

11. Students must present $3\frac{3}{4}$ hours credit for physical training for all diplomas. It may be taken as elective credit or carried in addition to a full schedule.

COLLEGE WORK

Students who have completed four years of approved high school work are regularly admitted to college classes. The first two years are designated as Junior College and all courses planned for this part of the work are numbered from 1 to 99. The third and fourth years are designated as Senior College and courses planned for this part of the work are numbered from 101 to 199. Students in either of the divisions mentioned above should plan their work so that the majority of the courses taken will fall in those years which are indicated by the catalog numbers. Only by such planning will the student be assured of work sufficiently advanced for his increasing capacity.

The Teachers College holds to the view that not less than four years of college work constitutes an adequate preparation for any field of teaching either in the elementary schools or in high schools. It is understood, however, that custom and economic conditions make it necessary for teachers to go out and teach with less than four years of college preparation. It is also understood that somewhat more preparation is demanded of those who wish to teach in high schools than is demanded of those who wish to teach in elementary schools. Hence in formulating the curricula set out below, certain definite facts and objectives have been kept constantly in view:

1. That four years of college preparation are desirable for any grade of public school teaching.

2. That conditions demand more preparation for high school teachers than for elementary school teachers.

3. That a beginning student should be given an opportunity to find himself before entering upon his specialization. Thus the work of the first term in all elementary school curricula is identical.

4. That the student should have the best possible standard college work at each level of his advancement and at the same time have the best preparation for a specific type of teaching.

5. That many students must drop out at the end of one, two, or three years of work and teach for a time before completing their preparation.

6. That many students will desire to have opportunity to specialize in certain kinds of teaching work.

7. That any one taking the professional degree should have a rather broad view of the whole field of knowledge and at the same time a specialized view of two or three phases.

In view of these considerations, it is strongly urged that from the beginning the student plan his work with the idea of ultimately taking the degree in a particular field. Such a plan has many advantages and comparatively few disadvantages. Hence the student should read the conditions set out with each curriculum and constantly advise with the proper members of the Teachers College Faculty.

DEFINITION OF TERMS

Throughout the discussion of courses of study and requirements for graduation, certain terms are employed repeatedly. For the sake of clearness we offer the following definitions:

Academic Work—This term refers to the work of non-professional departments. The work of the History, English, Science and other departments is called academic work.

Advanced Standing—This term is employed in speaking of work done in some other accredited college or university and transferred to our records.

Approved Grades—Grades made in the Teachers College to be applied on county or state certificates are termed approved grades. These grades are approved by the State Superintendent of Schools and by various county superintendents.

Conditioned Students—This term is applied to students who enter the college department of the school with at least 13 units and less than 15 units of high school work. Such students can not be considered applicants for certificates or a diploma until they have removed the 1 or 2 conditioned units.

Credentials—This term refers to certified statements of work done in other institutions, presented to us to be accepted for admission or advanced standing.

Department—The College is organized in 9 distinct departments. These departments are known as the Agriculture and Household Arts, Commerce, Education, English, History, Sociology and Economics, Foreign Languages, Mathematics, and Science departments.

Division—There is a further organization of the College in divisions. There are 7 divisions; they are the divisions of Art, Industrial Art, Expression, Libraries, Physical Training, Extension, Student Guidance.

Electives—This term refers to courses not required for graduation but selected by the student from the courses offered. There are three types of electives, academic electives, educational electives, and free electives. Academic electives are such courses as may be chosen from the academic departments. Educational electives are such as may be selected from courses offered in the education department. Free electives are courses that may be chosen either from the academic departments or from the education department.

Entrance Credits—This term refers to credentials submitted to the Committee on Entrance to fulfill the requirements for admission.

Full Course—A full course is one for which 2.5 semester hours of credit are given. Almost all of the academic and education courses are full courses.

Grades—Grades of students are recorded in letters. The following is an interpretation of the letters used:

- E means excellent.
- S means superior.
- M means medium.
- I means inferior.
- U means unsatisfactory or failure.
- C means a condition.
- D means delayed.
- Ex means excused.

The system is especially designed to do away with numerical grades. For that reason numerical equivalents are not stated.

Half Course—A half course is one for which credit of 1.25 semester hours is given. Almost all of the courses of the divisions of the college are half courses.

Inter-School Agreement—This term refers to an agreement between the various state schools and the State Department of Education of Missouri entered into in the year 1916. On pages 13-16 of this catalogue extracts of this agreement are printed.

Major—Each student in working for the degree is expected to make special preparation in one subject. This subject is called his major subject. The student selects his own major subject.

Minor—Besides establishing a major each student is expected to have two lines of secondary interest called first and second minors respectively.

Professional Work—All work done in the educational department, including the work of the training school, is called professional work.

Residence Requirements—Each student is expected to be in actual attendance in this College for a specified period before a certificate or diploma can be granted. Thus, no matter how many hours of work a student may offer as advanced standing, he will be required to spend two terms (make 20 semester hours) in residence here before a certificate can be issued. He must spend 3 terms in residence (make 30 semester hours) before a diploma can be granted.

Semester Hours—In this institution college work is credited in semester hours. A semester hour represents the work done in a course pursued throughout one semester of 18 weeks, reciting once each week for one 60 minute period. Thus, a student reciting 5 times a week with recitation periods of 60 minutes throughout one semester of 18 weeks, would receive credit for 5 semester hours. Since our school year is divided into terms instead of semesters our work has been carefully evaluated in semester hours. A full course pursued throughout the term with at least four 60 minute recitation periods a week, or the equivalent, is credited with 2.5 semester hours.

Special Student—A student over 21 years of age who can not meet the college entrance requirements but gives evidence of ability to do college work, may be admitted to college classes as a special student. Such a student can not be considered an applicant for a certificate or a diploma until all of the entrance requirements are definitely met.

Term—The school year of the College is divided into four terms. The terms are called fall, winter, spring, and summer terms. Students may enter at the beginning and may drop out at the end of any one of these terms, receiving full credit for all work done during that term.

Unit—High school work is counted in terms of units. A subject pursued for one school year, reciting 5 times a week with recitation periods at least 45 minutes in length, and double time for laboratory periods, is counted as one unit of high school work. Since one term in the high school department of the State Teachers College is the equivalent of one-third of a school year, only $\frac{1}{3}$ of a unit credit will be given for a course pursued for that time.

CURRICULA

For Teaching in Elementary Schools

Upon the completion of the first 30 hours (one year's work) of any elementary curriculum, the student may receive an elementary certificate (Regents') permitting him to teach two years in elementary schools.

Upon the completion of the first 60 hours (two years' work) of any elementary curriculum, the student may receive a diploma permitting him to teach in elementary schools during good behavior.

Upon the completion of the first 90 hours (three years' work) the student may receive a diploma permitting him to teach in elementary schools during good behavior.

Upon the completion of the full 120 hours (four years' work) the student may receive the degree of B. S. in Education with license to teach during good behavior.

CURRICULUM FOR KINDERGARTEN AND PRIMARY TEACHERS

FIRST YEAR

First Term

Education 10, Introduction to Teaching.....	2.5 hours
Education 11, Psychology.....	2.5 hours
English 1, Composition.....	2.5 hours
Commerce 11, Writing.....	1.25 hours
Music 1, Public School Music.....	1.25 hours

Second Term

Education 12, Principles of Teaching.....	2.5	hours
English 2, Composition	2.5	hours
Fine Arts 1.....	1.25	hours
Industrial Art 1, General Handwork.....	1.25	hours
Expression 54, Story Material and Story Telling.....	2.5	hours

Third Term

English 54, Children's Literature.....	2.5	hours
Education 13, Observation.....	2.5	hours
Education 31, Primary Methods or Education 32, Primary Methods or Education 33, Kindergarten Methods.....	2.5	hours
Electives from specials.....	2.5	hours

SECOND YEAR**First Term**

Science 1, Biology	2.5	hours
Education 31, Primary Methods or Education 32, Primary Methods or Education 33, Kindergarten Methods or Edu- cation 34, Kindergarten Curriculum.....	2.5	hours
Teaching	2.5	hours
Elective from academic subjects.....	2.5	hours

Second Term

Science 6, Nature Study.....	2.5	hours
Teaching	2.5	hours
Physical Training 5, Play and Recreation.....	2.5	hours
Elective from academic subjects.....	2.5	hours

Third Term

Education 60, Educational Psychology.....	2.5	hours
Education 31, Primary Methods or Education 32, Primary Methods or Education 33, Kindergarten Methods or Edu- cation 34, Kindergarten Curriculum.....	2.5	hours
History 52 or History 53 or History 54 or Sociology 57, Prin- ciples of Sociology.....	2.5	hours
Elective from academic subjects.....	2.5	hours

THIRD AND FOURTH YEARS

Education	5	hours
Academic subjects	55	hours

The following conditions and limitations must be observed:

All candidates for the degree must offer the following credits:

Art	5	hours
Economics	2.5	hours
English	5	hours
Foreign Language	5	hours

History	5	hours
Mathematics	5	hours
Music	5	hours
Science	5	hours
Sociology	2.5	hours

Candidates for the degree must offer twenty hours in a major academic subject and seven and one-half hours in each of three minor academic subjects,

All elective work must be chosen with special reference to the needs of primary education and on the advice of the Committee on Graduation.

Students who specialize in kindergarten teaching are required to complete five hours in kindergarten methods and two and one-half hours in primary methods. Students who specialize in primary methods are required to complete five hours in primary methods and two and one-half hours in kindergarten methods.

Candidates desiring to receive the ninety-hour diploma for primary teaching may do so on completion of thirty hours in addition to the sixty hours required for the first two years. The work must be chosen on advice and with reference to the conditions set out above.

The following exceptions are made:

Graduates of teacher-training schools should omit Education 10, Introduction to Teaching and Education 13, Observation, and should take instead Education 50, History of Elementary Education and an academic subject.

Candidates who prove superior teaching ability may be excused from doing two and one-half hours of teaching and may elect instead an equivalent of academic work.

Candidates who have studied American History in the high school should choose Sociology 57 rather than History 52, History 53 or History 54, American History.

CURRICULUM FOR INTERMEDIATE GRADE TEACHERS

FIRST YEAR

First Term

Education 10, Introduction to Teaching.....	2.5	hours
Education 11, Psychology.....	2.5	hours
English 1, Composition.....	2.5	hours
Commerce 11, Writing.....	1.25	hours
Music 2, Public School Music.....	1.25	hours

Second Term

Education 12, Principles of Teaching.....	2.5	hours
English 2, Composition.....	2.5	hours
Expression 26, Voice Training.....	2.5	hours
Industrial Art 5, Handwork for Intermediate grades.....	1.25	hours
Fine Arts 1.....	1.25	hours

Third Term

Education 13, Observation.....	2.5	hours
Education 35, Intermediate Grade Methods.....	2.5	hours
English 54, Children's Literature.....	2.5	hours
Geography, Science 26 or Science 27 or Science 126.....	2.5	hours

SECOND YEAR**First Term**

Teaching	2.5	hours
Methods (the teaching of a subject).....	2.5	hours
Mathematics 1, General Mathematics.....	2.5	hours
Expression 54, Story Material and Story Telling.....	2.5	hours

Second Term

Science 1, Biology.....	2.5	hours
Latin 3, Word Study.....	2.5	hours
Teaching	2.5	hours
Elective from academic subjects.....	2.5	hours

Third Term

Education 60, Educational Psychology.....	2.5	hours
American History, History 52, or 53 or 54 or Sociology 57, Principles of Sociology.....	2.5	hours
Electives from academic subjects.....	5	hours

THIRD AND FOURTH YEARS

Electives from Education (on advice).....	7.5	hours
Electives from academic subjects.....	52.5	hours

The following conditions and limitations must be observed:

All candidates for the degree must offer the following credits:

Art	5	hours
Economics	2.5	hours
English	5	hours
History	5	hours
Foreign Language	5	hours
Mathematics	5	hours
Music	5	hours
Science	5	hours
Sociology	2.5	hours

Candidates for the degree must offer twenty hours in a major academic subject and seven and one-half hours in each of three minor academic subjects.

All elective work must be chosen with special reference to the needs of intermediate education and on the advice of the Committee on Graduation.

Candidates desiring to receive the ninety-hour diploma for intermediate teaching may do so on completion of thirty hours in addition to the sixty hours required for the first two years. The work must be chosen on advice and with reference to the conditions set out above.

The following exceptions are made:

Graduates of teacher-training schools should omit Education 10, Introduction to Teaching, and Education 13, Observation, and should take instead Education 50, History of Elementary Education and an academic subject.

Candidates who prove superior teaching ability may be excused from 2.5 hours of teaching and be permitted to elect instead an equivalent of academic work.

Candidates who have studied American History in the high school should study Sociology 57, instead of History 52, 53 or 54.

On advice of the supervisor and the language department Expression 26, Voice Training and Latin 3, Word Study may be omitted and five hours of foreign language substituted.

General Mathematics is not required of students who elect five hours of other college mathematics.

CURRICULUM FOR UPPER GRADE TEACHERS

FIRST YEAR

First Term

Education 10, Introduction to Teaching.....	2.5 hours
Education 11, Psychology.....	2.5 hours
English 1, Composition.....	2.5 hours
Commerce 11, Writing.....	1.25 hours
Music 3, Public School Music.....	1.25 hours

Second Term

Education 12, Principles of Teaching.....	2.5 hours
English 2, Composition.....	2.5 hours
Expression 26, Voice Training.....	2.5 hours
Electives from specials.....	2.5 hours

Third Term

Education 13, Observation.....	2.5 hours
Education 36, Upper Grade Methods.....	2.5 hours
Science 7, General Science, or Agriculture 1, General Agriculture	2.5 hours
Geography, Science 26 or Science 27 or Science 126.....	2.5 hours

SECOND YEAR

First Term

Methods (the teaching of a subject).....	2.5	hours
Teaching	2.5	hours
Mathematics 1, General Mathematics.....	2.5	hours
Elective from academic subjects.....	2.5	hours

Second Term

Science 1, Biology.....	2.5	hours
Latin 3, Word Study.....	2.5	hours
Teaching	2.5	hours
Elective from academic subjects.....	2.5	hours

Third Term

Education 60, Educational Psychology.....	2.5	hours
History 52, or History 53, or History 54, or Sociology 57.....	2.5	hours
Electives from academic subjects.....	5	hours

THIRD AND FOURTH YEARS

Electives from Education (on advice).....	7.5	hours
Electives from academic subjects.....	52.5	hours

The following conditions and limitations must be observed:

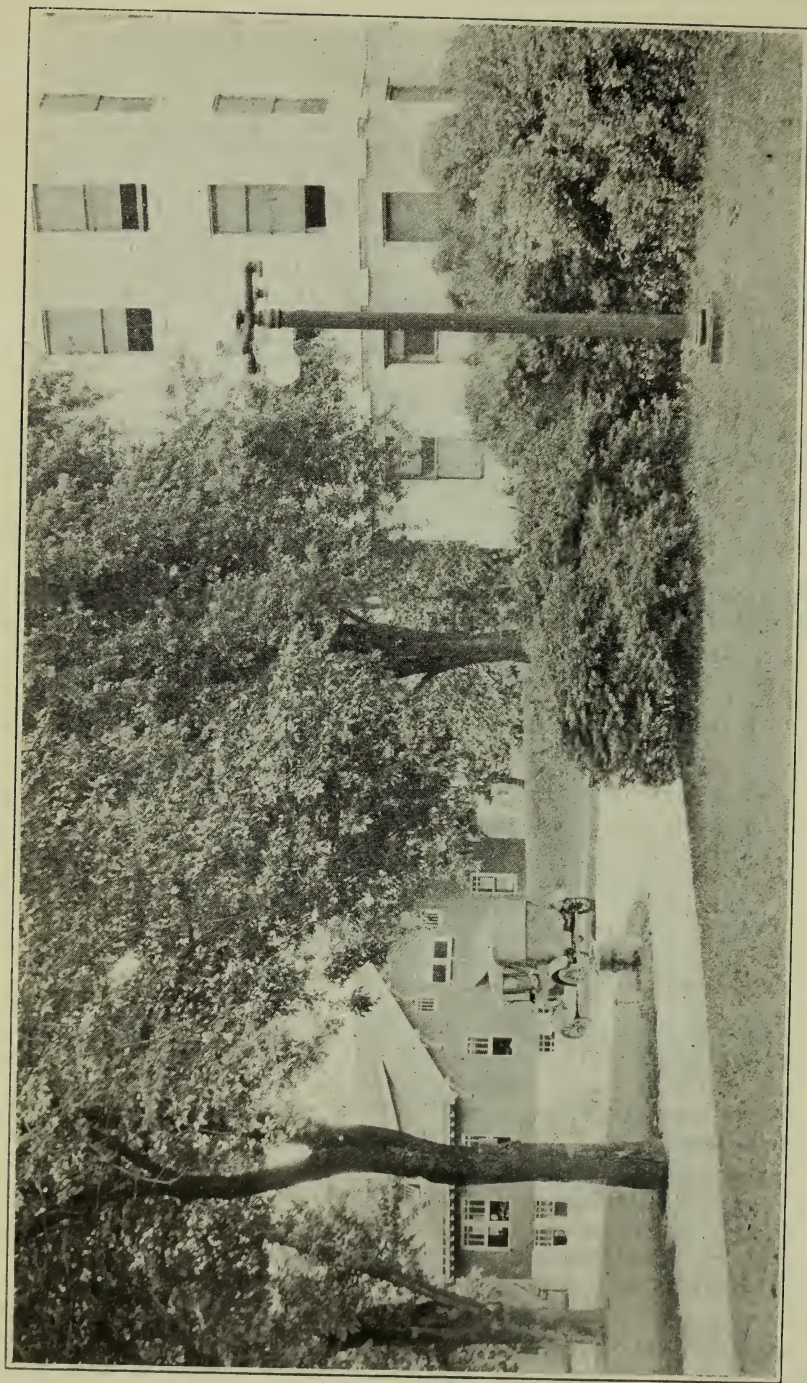
All candidates for the degree must offer the following credits:

Agriculture or Household Arts.....	5	hours
Economics	2.5	hours
English	5	hours
History	5	hours
Foreign Language	5	hours
Mathematics	5	hours
Music or Art.....	5	hours
Sociology	2.5	hours
Science	5	hours

Candidates for the degree must offer twenty-five hours in a major academic subject and fifteen hours in each of two minor academic subjects. All elective work must be chosen with special reference to the needs of upper grade education and on the advice of the Committee on Graduation.

Candidates desiring to receive the ninety-hour diploma for upper grade teaching may do so on completion of thirty hours in addition to the sixty hours required for the first two years. The work must be chosen on advice and with reference to the conditions set out above. The following exceptions are made:

Graduates of teacher-training schools should omit Education 10, Introduction to Teaching, and Education 13, Observation, and should take instead Education 50, History of Education, and an academic elective.



A CAMPUS SCENE SHOWING GREENWOOD SCHOOL

Candidates who prove superior teaching ability may be excused from 2.5 hours of teaching and be permitted to elect instead an equivalent of academic work.

Candidates who have studied American History in the high school should study Sociology 57, instead of History 52, 53 or 54.

General Mathematics is not required of students who elect five hours of other college mathematics.

On advice of the supervisor and the language department Expression 26, Voice Training and Latin 3, Word Study may be omitted and five hours of foreign language substituted.

If high school credit in Physical Geography is offered, the geography should be Science 27, Commercial and Industrial Geography; otherwise it should be Science 26, Principles of Geography.

CURRICULUM FOR RURAL TEACHERS

FIRST YEAR

First Term

Education 10, Introduction to Teaching.....	2.5	hours
Education 11, Psychology.....	2.5	hours
English 1, Composition.....	2.5	hours
Commerce 11, Writing.....	1.25	hours
Music	1.25	hours

Second Term

Education 12, Principles of Teaching.....	2.5	hours
English 2, Composition.....	2.5	hours
Fine Arts 1.....	1.25	hours
Industrial Art 1, General Handwork.....	1.25	hours
Household Arts 4, Home-making.....	2.5	hours

Third Term

Education 37, Rural School Methods.....	2.5	hours
Education 38, Rural School Methods.....	2.5	hours
Geography, Science 26 or Science 27 or Science 126.....	2.5	hours
Agriculture 1, General Agriculture, or other Agriculture.....	2.5	hours

SECOND YEAR

First Term

Teaching	5	hours
Education 14, Rural Observation.....	2.5	hours
Elective	2.5	hours

Second Term

Latin 3, Word Study.....	2.5	hours
Science 1, Biology.....	2.5	hours
Mathematics 1, General Mathematics.....	2.5	hours
Expression 54, Story Material and Story Telling.....	2.5	hours

Third Term

Education 60, Educational Psychology.....	2.5	hours
American History, History 52 or History 53 or History 54.....	2.5	hours
Sociology 58, Rural Sociology.....	2.5	hours
Elective (academic)	2.5	hours

THIRD AND FOURTH YEARS

Elect from Education (on advice).....	7.5	hours
Elect from academic subjects.....	52.5	hours

The following conditions and limitations must be observed:

All candidates for the degree must offer the following credits:

Agriculture or Household Arts.....	5	hours
Economics	2.5	hours
English	5	hours
History	5	hours
Foreign Language	5	hours
Mathematics	5	hours
Music or Art.....	5	hours
Sociology	2.5	hours
Science	5	hours

Candidates for the degree must offer twenty-five hours in a major academic subject and fifteen hours in each of two minor academic subjects.

All elective work must be chosen with special reference to the needs of rural education and on the advice of the Committee on Graduation.

Candidates desiring to receive the ninety-hour diploma for teaching may do so on completion of thirty hours in addition to the sixty hours required for the first two years. The work must be chosen on advice and with reference to the conditions set out above.

The following exceptions are made:

Graduates of teacher-training schools should omit Education 10, Introduction to Teaching and Education 14, Rural Observation, and elect an equivalent of academic work.

Household Arts 4, Home-making is not required of students who take 2.5 hours of cooking and 2.5 hours from other courses in domestic art.

CURRICULUM FOR HIGH SCHOOL TEACHERS

The plan of work set out below has been formulated with special reference to the needs of those who wish to prepare for teaching in the high schools of Missouri. It is admirably adapted to prepare teachers for work in junior high schools.

The following conditions should be carefully noted: (1) students completing sixty hours of correctly selected college work receive a high school certificate good for two years; (2) students completing ninety hours of prescribed work receive the ninety-hour diploma; (3) students completing one hundred twenty hours of prescribed work receive the degree of Bachelor of Science in Education.

FIRST YEAR

First Term

Education 10, Introduction to Teaching.....	2.5	hours
Education 11, Psychology.....	2.5	hours
Elect (academic)	5	hours

Second Term

Education 12, Principles of Teaching.....	2.5	hours
Elect (academic).....	7.5	hours

Third Term

Education 13, Observation.....	2.5	hours
Elect (academic).....	7.5	hours

SECOND YEAR

First Term

Methods (teaching of a subject).....	2.5	hours
Elect (academic)	7.5	hours

Second Term

Teaching in the Training School.....	2.5	hours
Elect (academic)	7.5	hours

Third Term

Elect (academic)	10	hours
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THIRD YEAR

First Term

Methods (teaching of a subject).....	2.5	hours
Teaching	2.5	hours
Elect (academic).....	5	hours

Second Term

Education 118, Advanced Educational Psychology.....	2.5	hours
Elect (academic)	7.5	hours

Third Term

Education 150, History of Education.....	2.5	hours
Elect (academic)	7.5	hours

FOURTH YEAR

Elect from Education (on advice).....	5	hours
Elect from academic fields.....	25	hours

The following conditions and limitations must be observed:

For the limited certificate (granted on completion of sixty hours) the candidate must offer fifteen hours in one academic subject and ten hours in each of three other academic subjects; or ten hours in each of two academic subjects and seven and one-half hours in each of three other academic subjects. The choice of subjects depends on the particular needs of the student and the requirements, set out by the State Superintendent of Public Schools, for those wishing to teach in the high schools of Missouri.

For the ninety-hour diploma the candidate must offer twenty hours in one major academic subject and ten hours in each of two minor academic subjects. The candidate must offer five hours of college English. Other work is elective.

For the degree of B. S. in Education the candidate must offer twenty-five hours in one major academic subject and fifteen hours in each of two minor academic subjects.

All candidate for the degree must offer the following credits:

Agriculture or Household Arts.....	5	hours
Economics	2.5	hours
English	5	hours
History	5	hours
Foreign Language	5	hours
Mathematics	5	hours
Music or Art.....	5	hours
Sociology	2.5	hours
Science	5	hours

The following exceptions are made:

Graduates of teacher-training schools should omit Education 10, Introduction to Teaching and Education 13, Observation, and take instead 5 hours of academic work.

Candidates for the ninety-hour diploma who prove superior teaching ability may be excused from two and a half hours of teaching and be permitted to elect an equivalent of academic work.

GENERAL REQUIREMENTS FOR THE A. B. DEGREE

For the A. B. degree the candidate must offer:

In one major subject.....	25	hours
In one minor subject.....	15	hours
In a second minor subject.....	15	hours

The above major and minors must be chosen from the following fields: English, Foreign Languages, Sciences, Mathematics, History, Sociology, and Economics.

For the degree, the following are required as a minimum in each subject:

Economics	2.5	hours
English	7.5	hours
History	5	hours
Foreign Languages	10	hours
Mathematics	5	hours
Sociology	2.5	hours
Science	5	hours

After meeting the above requirements, the following may be offered as free electives:

From Education (History of Education, Psychology and Educational Measurements), not to exceed 10 hours.

From Agriculture, not to exceed 10 hours.

From Home Economics not to exceed 10 hours.

From Commerce (excluding stenography and penmanship), not to exceed 10 hours.

History of Music and Harmony, not to exceed 5 hours.

History of Art and Mechanical Drawing, not to exceed 5 hours.

Public Speaking, not to exceed 5 hours.

Physical Education, not to exceed 5 hours.

During the Senior college years the majority of the work offered shall be from courses of Senior college rank.

SPECIAL COURSES

Students have the opportunity to make preparation for teaching special subjects. The suggested courses in Agriculture and Household Arts, and in Commerce, are presented mainly with the view of illustrating the way in which work may be organized for the purpose of specializing in various fields. The Teachers College is prepared to direct specialization in Agriculture, Art, Music, Physical Training, Manual Training. Students desiring to specialize in such technical subjects as Music, Art, Physical Education or Commerce should select their work in accordance with a well defined plan and under the guidance of the head of the department or the division involved and with the assistance of the Committee on Graduation. Choice should be made not later than the beginning of the third year.

A FOUR YEAR COURSE FOR STUDENTS PREPARING TO TEACH VOCATIONAL HIGH SCHOOL AGRICULTURE

FIRST YEAR

First Term

English 1	2.5	hours
Botany 2	2.5	hours
Chemistry 31	2.5	hours
Cereal Crops 10.....	2.5	hours
Physical Training .....	.5	hours
	10.5	hours

Second Term

English 2	2.5	hours
Botany 3	2.5	hours
Chemistry 32	2.5	hours
Forage Crops 11.....	2.5	hours
Physical Training .....	.5	hours
	10.5	hours

Third Term

Psychology 11	2.5	hours
Bacteriology 60	2.5	hours
Orcharding 21	2.5	hours
Vegetable Gardening 20.....	2.5	hours
Physical Training .....	.5	hours
	10.5	hours

SECOND YEAR

First Term

Physics 101	2.5	hours
Zoology 4	2.5	hours
Animal Husbandry 12.....	2.5	hours
Principles of Teaching 12.....	2.5	hours
Physical Training .....	.5	hours
	10.5	hours

Second Term

Physics 102	2.5	hours
Zoology 5	2.5	hours
Animal Husbandry 13.....	2.5	hours
Chemistry (Qual. Anal.) 70.....	2.5	hours
Physical Training .....	.5	hours
	10.5	hours

Third Term

Geology 28	2.5	hours
Farm Shop 24.....	2.5	hours
Entomology 15	2.5	hours
Chemistry (Quant. Anal.) 71.....	2.5	hours
Physical Training .....	.5	hours
	10.5	hours

THIRD YEAR

First Term

Soils 61	2.5	hours
Agricultural Chemistry 134.....	2.5	hours
Farm Accounts 151.....	2.5	hours
Sociology 57	2.5	hours
	10	hours

Second Term

Soils 162	2.5	hours
Farm Shop 125.....	2.5	hours
Economics 59	2.5	hours
Dairying 117	2.5	hours
	10	hours

Third Term

Rural Economics 60.....	2.5	hours
Education, Psychology 60.....	2.5	hours
Bees and Bookkeeping 116.....	2.5	hours
Poultry Husbandry 120.....	2.5	hours
	10	hours

FOURTH YEAR

First Term

Organization and Administration of Vocational Education 159.....	2.5	hours
Rural Organization and Marketing 154.....	2.5	hours
Rural Sociology 58.....	2.5	hours
Elective	2.5	hours
	10	hours

Second Term

Methods in Teaching Vocational H. S. Agriculture 101.....	2.5	hours
Supervised Teaching in Vocational H. S. Agriculture 123.....	2.5	hours
Elective	2.5	hours
Elective	2.5	hours
	10	hours

Third Term

Methods in Teaching Vocational H. S. Agriculture 102.....	2.5	hours
Supervised Teaching in Vocational H. S. Agriculture 124.....	2.5	hours
Farm Management 152.....	2.5	hours
Elective	2.5	hours
	10	hours

A FOUR YEAR COURSE FOR STUDENTS PREPARING TO
TEACH VOCATIONAL HOME ECONOMICS

FIRST YEAR

First Term

English 1	2.5	hours
Science 31, Inorganic Chemistry.....	2.5	hours
Household Arts 1, Elementary Clothing.....	2.5	hours
Science 2, Elementary Botany.....	2.5	hours
	10	hours

Second Term

English 2	2.5	hours
Science 32, Inorganic Chemistry.....	2.5	hours
Household Arts 2, Elementary Clothing.....	2.5	hours
Science 3, Elementary Botany.....	2.5	hours
	10	hours

Third Term

English	2.5	hours
Household Arts 3, Introduction to Household Problems.....	2.5	hours
Art 21	1.25	hours
Science 132, Organic Chemistry.....	2.5	hours
Elective	1.25	hours
	10	hours

SECOND YEAR**First Term**

Education 11, Psychology.....	2.5	hours
Science 61, Bacteriology and Preventive Medicine.....	2.5	hours
Household Arts 51, Elementary Cookery.....	2.5	hours
Art 22	1.25	hours
Elective	1.25	hours
	10	hours

Second Term

Education 60, Educational Psychology.....	2.5	hours
Science 59, Physiology.....	2.5	hours
Household Arts 52, Food Problems.....	2.5	hours
Art 23	2.5	hours
	10	hours

Third Term

Science 60, Bacteriology.....	2.5	hours
Art 43, House Furnishing.....	2.5	hours
Elective .....	.5	hours
	10	hours

THIRD YEAR**First Term**

Education 12, Principles of Teaching.....	2.5	hours
Sociology 57, Principles of Sociology.....	2.5	hours
Household Arts 100, Nutrition.....	2.5	hours
Art 42, Costume and Design.....	2.5	hours
	10	hours

Second Term

Education 13, Observation.....	2.5	hours
Sociology 58, Rural Sociology.....	2.5	hours
Household Arts 101, Home Cookery and Table Service.....	2.5	hours
Elective	2.5	hours
	10	hours

Third Term

Education 107, Teaching Vocational Home Economics.....	2.5	hours
Economics 59, Principles of Economics.....	2.5	hours
Household Arts 102, Dietetics.....	2.5	hours
Household Arts 160, Dressmaking.....	2.5	hours
	10	hours

FOURTH YEAR**First Term**

Education 159, Organization and Administration of Vocational Education	2.5	hours
Education 123, Practice Teaching.....	2.5	hours
Household Arts 150, Home Nursing.....	2.5	hours
Household Arts 161, Dressmaking.....	2.5	hours
	10	hours

Second Term

Education 124, Practice Teaching.....	2.5	hours
Household Arts 151, House Sanitation.....	2.5	hours
Electives	5	hours
	10	hours

Third Term

Household Arts 170, Household Management.....	2.5	hours
Household Arts 162, Textiles and Millinery.....	2.5	hours
Electives	5	hours
	10	hours

Practice teaching may be taken any 2 of the 3 senior terms.

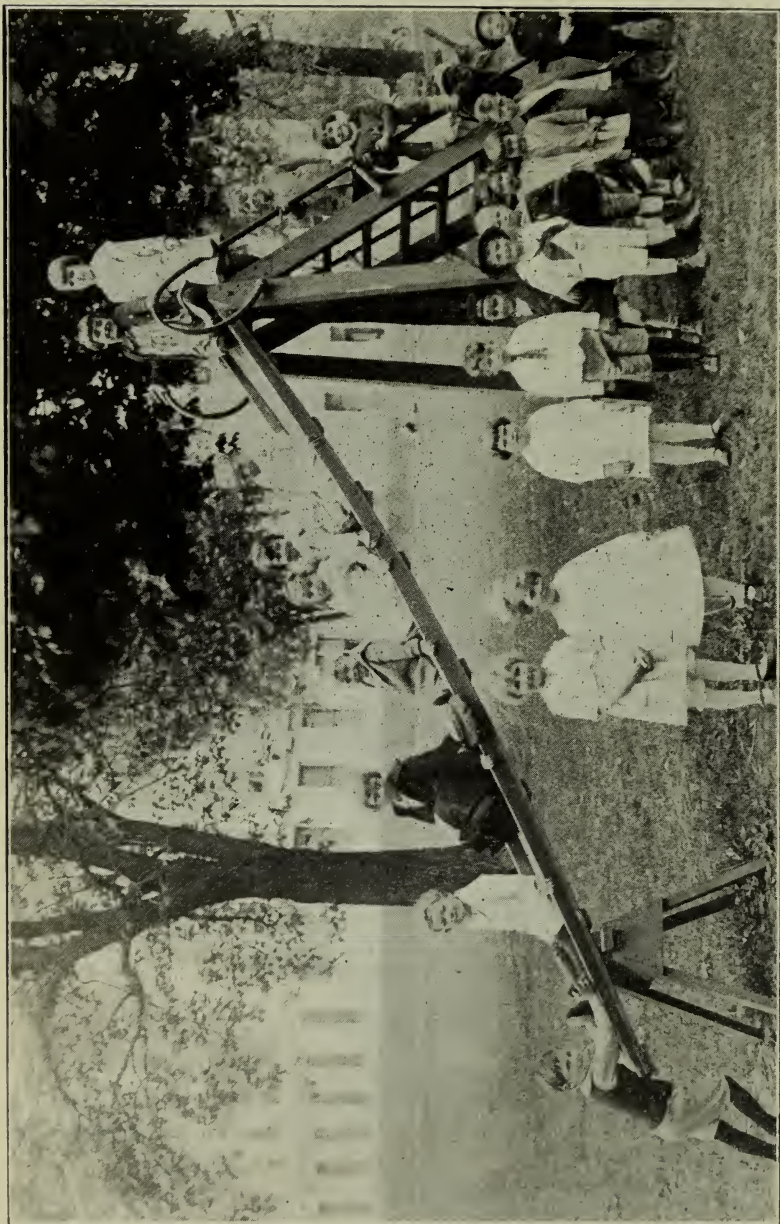
A FOUR YEAR COURSE FOR STUDENTS PREPARING TO TEACH COMMERCE.

Major

Commerce 1, Accounting; Commerce 2, Accounting; Commerce 3, Accounting; Commerce 4, Accounting.....	10	hours
Commerce 5, Banking Practice.....	2.5	hours
Commerce 6, Mathematics in Business.....	2.5	hours
Commerce 41, Business Law.....	2.5	hours
Commerce 42, Salesmanship and Advertising.....	2.5	hours
English 1, Composition.....	2.5	hours
Science 27, Commercial and Industrial Geography.....	2.5	hours
	25	hours

Education

Education 10, Introduction to Teaching.....	2.5	hours
Education 11, Psychology.....	2.5	hours
Education 12, Principles of Teaching.....	2.5	hours
Education 13, Observation.....	2.5	hours
Education 118, Advanced Educational Psychology.....	2.5	hours
Education 103, The Teaching of Bookkeeping and Accounting.....	2.5	hours
Educational elective	10	hours
Teaching	5	hours
	30	hours



A GROUP OF KINDERGARTEN CHILDREN DURING PLAY HOUR

Minor

Economics 59, Principles of Economics; History 102, Economic Problems	5	hours
Sociology 57, Principles of Sociology.....	2.5	hours
Economics 61, Economic History of the United States.....	2.5	hours

Other Requirements

History	5	hours
Latin 3, Word Study.....	2.5	hours
English 2, Composition.....	2.5	hours
Mathematics	5	hours
Chemistry or Physics.....	5	hours
Botany or Zoology or Physiology.....	5	hours
Commerce 11, Writing; Commerce 12, Writing.....	2.5	hours
Government	5	hours
Electives	22.5	hours

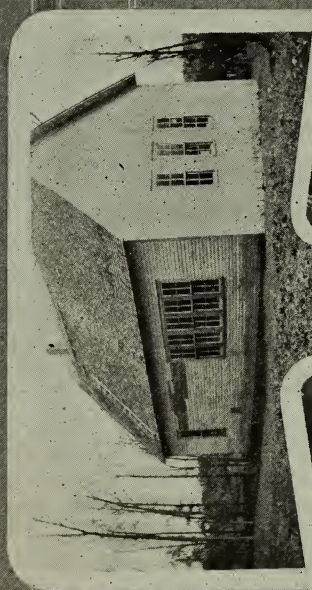
TRAINING SCHOOLS**RELATION OF THE TRAINING SCHOOL AND THE
TEACHERS COLLEGE**

It is the policy of the Teachers College to arrange all work so as to contribute directly to efficiency in teaching. Such efficiency can be attained only by active participation in the teaching process. Consequently the work of the training school is especially emphasized. Not only is this emphasis manifested in the amount of practice teaching required of each candidate for a diploma or the degree, but also in the close correlation of the professional courses with the work of the various training departments. Classes in observation, methods, principles of teaching, and child psychology are in constant touch with the work of the training school. This close co-operation, moreover, exists between academic departments and the training work. Each term some members of the academic departments assist in the supervision of class work in the training school. All the processes of the College are centered in and built up around the training school activities.

GREENWOOD TRAINING SCHOOL

The Greenwood Training School, located on the campus, is composed of two sections. The Elementary section includes the kindergarten and the first six grades, each grade having about twenty pupils. Four instructors, known as supervisors, and four assistants have charge of this section. The Junior High School section includes grades seven to ten, with approximately twenty pupils in each grade. Four instructors (supervisors) have direct charge of this section.

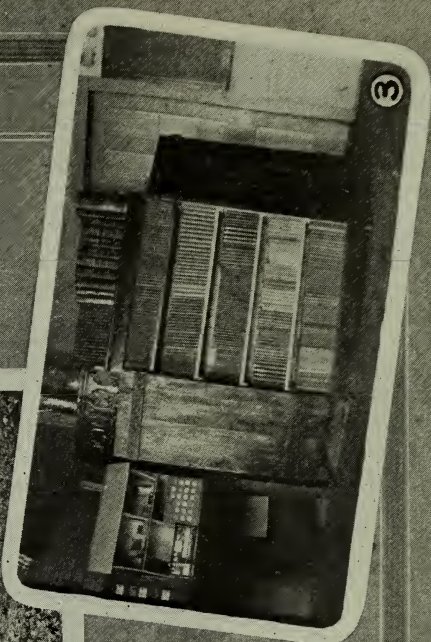
The policy of the school is to increase the number of pupils in each grade and to add the eleventh and twelfth grades of high school work just as soon as more adequate building facilities can be provided by the State.



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DOUGLAS COUNTY DEMONSTRATION SCHOOL

1. Exterior view showing an old church in the process of being converted into a modern school building with proper lighting, ventilation, cloak rooms, manual training and domestic science rooms. 2 and 3. Interior view—Book case, work table, industrial exhibits cases made in the shop; modern heating; library and decorations. Results of a year's co-operation.

In both sections the music, art, household arts, commercial subjects, and physical education are all in charge of instructors from the several Teachers College departments.

This organization gives ample opportunity for the amount of specialization necessary to the best grade of work. The plan makes it possible to conserve the interests of the children and at the same time, affords the College students the most favorable opportunities for observing and studying the best and most up-to-date methods of teaching and class-room control. The plan further gives students opportunity to teach under careful and expert supervision.

Because of the careful preparation of the instructors and the close supervision given to the work, any student in training has an excellent opportunity to acquire control of the best methods of teaching and of class-room technique. Students having had previous teaching experience also find excellent opportunity to improve their teaching technique, to come in contact with the best methods and to discover and correct errors of practice and any bad teaching habits.

The State Course of Study is used as the basis of all of the work. However, Supervisors and other members of the Faculty make such suggestions as seem advisable in regard to the content, order, and arrangement of subject matter in the several branches of study. Special attention is given to the problem of modifying and adapting the Course of Study to the needs of the children in the several schools. Student teachers are taught to look upon the Course of Study as a servant and not as a master, and hence to use it as an outline or general guide, and at the same time to modify it to meet the local needs of any group of pupils.

RURAL TRAINING AND DEMONSTRATION SCHOOLS

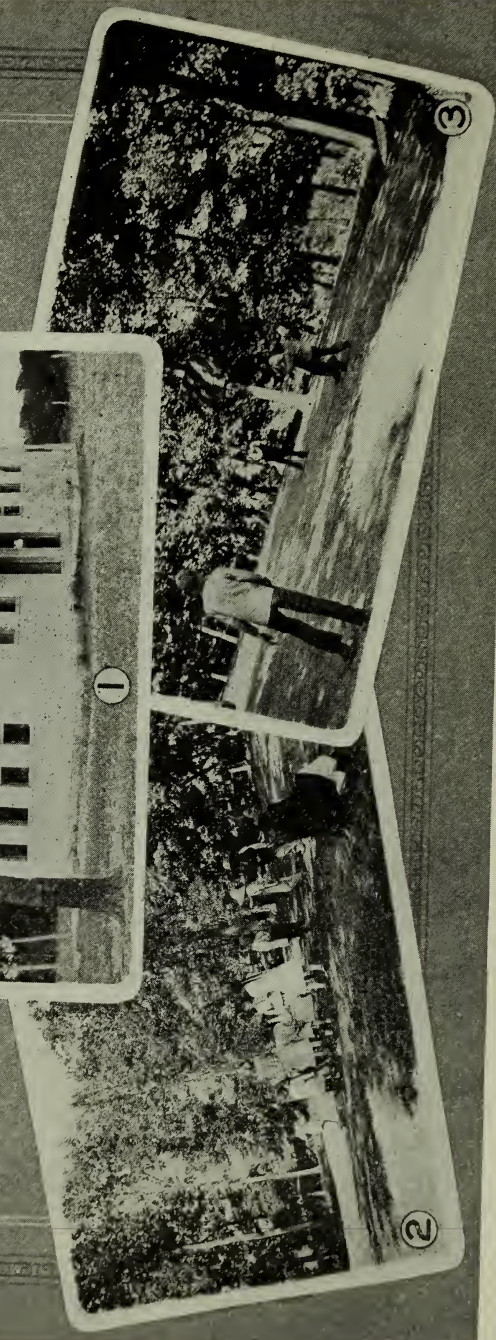
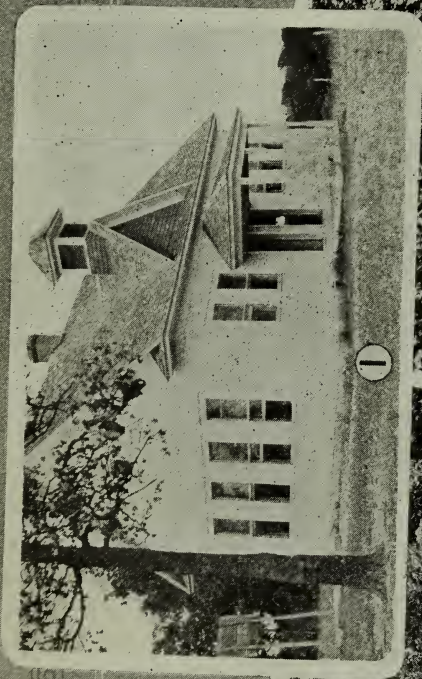
Rural Training School

Sunshine School, District 88 of Greene County, is the rural training school. It consists of eight grades under the direction of a supervisor and the director of rural education.

The purposes of the rural training school are: (1) to train teachers for work in rural demonstration schools; (2) to train teachers for rural and village schools; (3) to furnish opportunity to develop community leadership.

Rural Demonstration Schools

These are district schools which are affiliated with the Teachers College and with which the Teachers College is co-operating. The Teachers College assists these schools through supervision of the teaching and direction of the improvement in buildings, ground and equipment. The Teachers College also aids through a small investment in needed library and other equipment each year. The Teachers College proposes to establish one such school in each county in the Southwest District. Any county not having such a school may make application and receive the terms upon which such schools are established.



WEBSTER COUNTY DEMONSTRATION SCHOOL
1. Exterior view of building which is equipped for Manual Training and Domestic Science. 2 and 3. Play activities.

The purposes of these schools are: (1) to serve as models in instruction and equipment which will be copied by other districts of the county; (2) to serve teacher training high schools by putting a good country school near where observation and practice may be had under most favorable conditions.

TEACHING IN THE TRAINING SCHOOL

General Provisions

The training schools heretofore described are maintained by the Teachers College in order to enable all candidates for diplomas and the degree to meet the teaching requirements.

This enables the student of limited or no experience to master and acquire the technique of teaching and class room practice. It also enables the student of extended and successful experience to discover and correct errors and bad habits, to come in contact with the most modern ideas and practices in school work, and to demonstrate his ability as a successful and progressive teacher.

In administering the teaching requirements the Teachers College recognizes the two classes of students as follows:

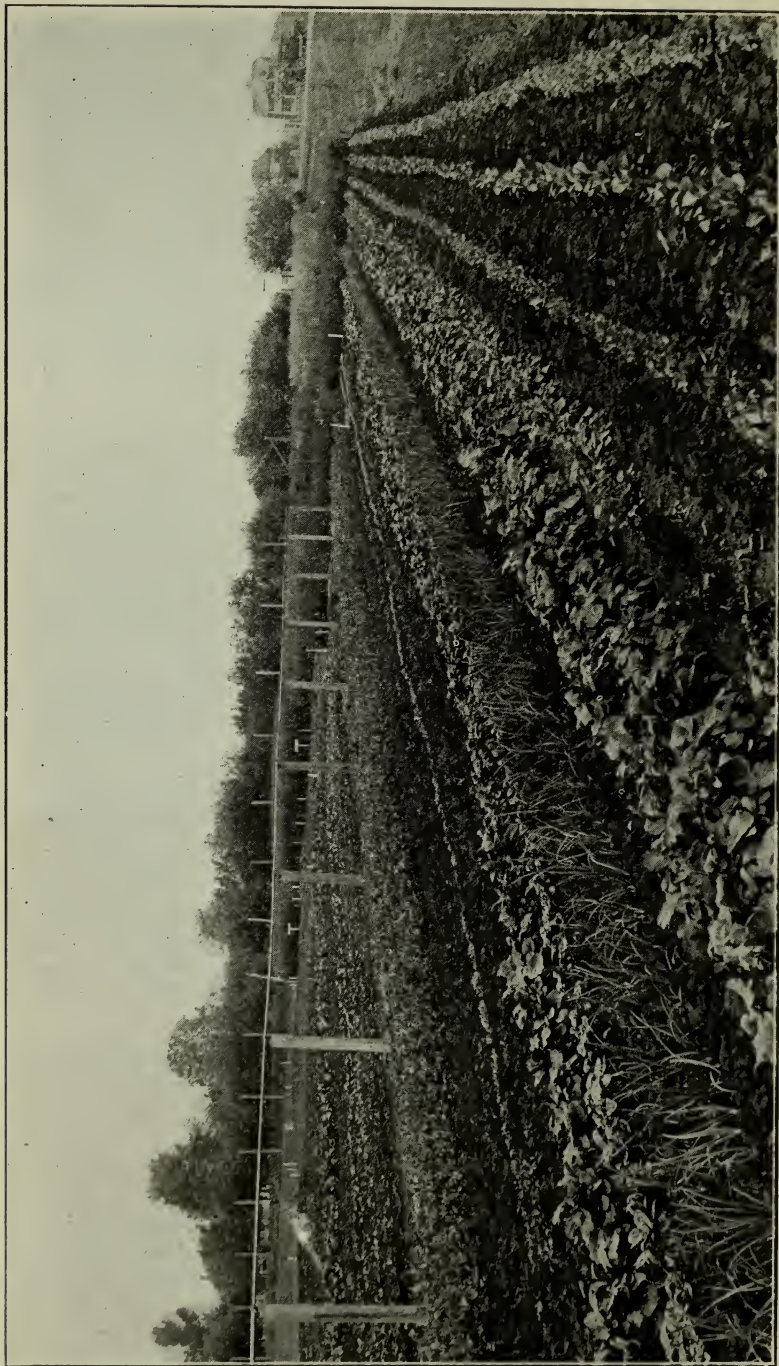
1. The inexperienced and those of limited experience will be required to offer five semester hours of teaching in the training school for all diplomas.

2. Students of extended and successful teaching experience may be permitted to meet the teaching requirements in one of the following ways:

- (a) They may teach regularly as indicated under 1 above. If, on completion of 2.5 semester hours of teaching, the student has shown an ability of "S" or above, he may be excused from the remaining 2.5 hours of teaching, and be allowed to substitute an equal amount of work in some other field. This is strongly recommended as preferable to 2b or 2c as given below.

- (b) Those who are in teaching service may request the Teachers College to send some member of the training school Faculty to inspect the quality of the work which they are doing. If the report is satisfactory, the student may be excused from the teaching requirements and allowed to substitute five hours of other work for the entire amount of required teaching. Those who wish to avail themselves of this provision should notify the President of the Teachers College as early as possible so that arrangements may be made for the visits as indicated above. This does not apply to students who are in residence during the fall, winter or spring terms. (See D, page 16.) (More detailed information will be furnished upon request.)

- (c) Others, upon request, may be permitted to demonstrate their teaching ability in the Teachers College (Training School), by taking



A VIEW OF THE SCHOOL GARDEN GROWN AS A PART OF THE COURSE IN VEGETABLE GARDENING.

charge of and conducting a class or classes, under supervision. The length of time for such demonstration will depend upon the individual case. If the results of the demonstration are entirely satisfactory, the student may be excused from further teaching as indicated under 2b above. (Detailed information will be furnished upon request.)

3. Students of limited or no experience (three years or less) must teach for at least one term some academic subject other than their major.

4. Students whose practice teaching record shows that additional practice would be advantageous may offer an additional 2.5 hours of teaching on the recommendation of the supervisor with the consent of the Committee on Graduation.

5. Rule 7, page 17, shall be considered as applying to all students who wish to do practice teaching in the Training School. Students shall be admitted to practice only on the recommendation of the instructor in the methods of the subject in which the student expects to teach.

SUMMER WORK IN TEACHING (ELEMENTARY SECTION)

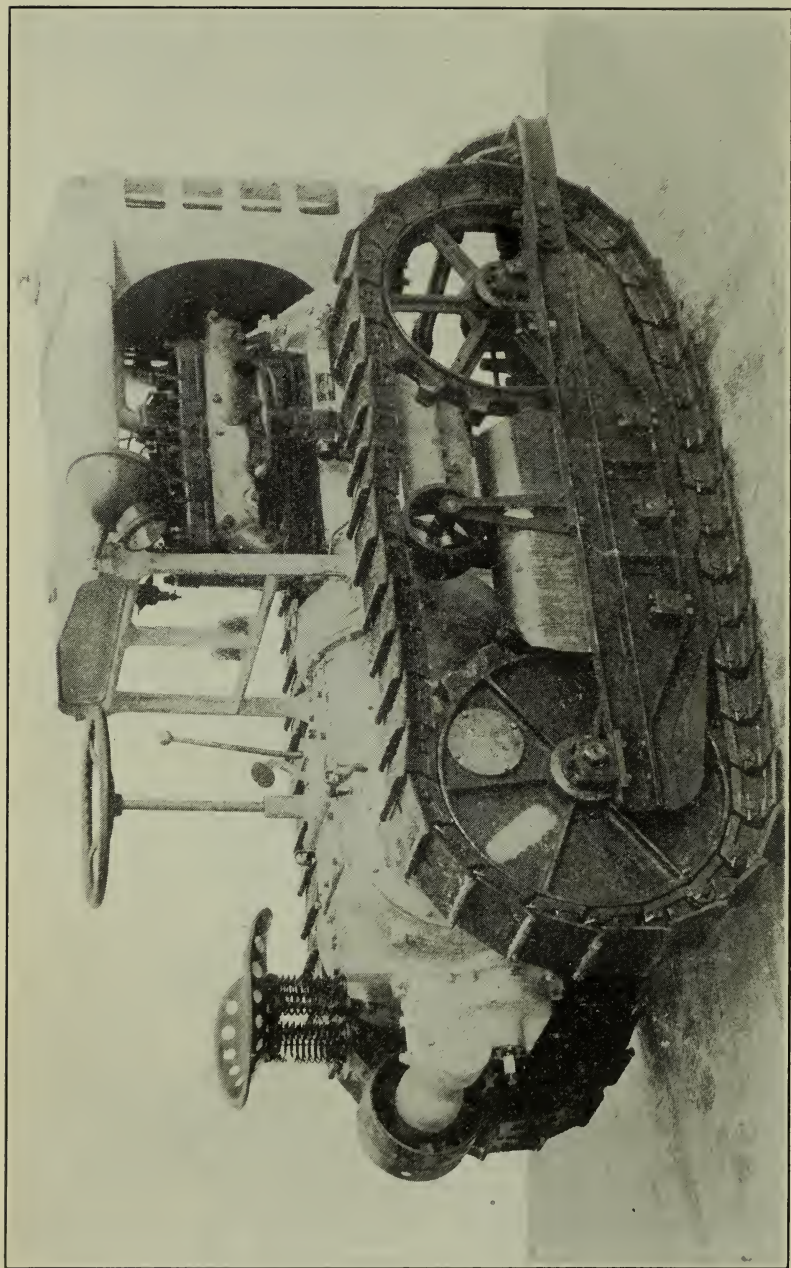
The Teachers College maintains only the first six grades of the training school during the first five weeks of the summer session. Hence the student will recognize that it is impossible to meet the teaching requirements during one summer term. Students coming under 1 above must do their teaching during other terms.

Those coming under 2 above may be permitted to demonstrate their ability as indicated above under 2c during the summer term. Those students who show satisfactory teaching ability will be excused from the teaching requirements and allowed to take other work instead.

SUMMER WORK IN TEACHING (HIGH SCHOOL SECTION)

The opportunities for practice teaching in the high school during the summer term are limited. Students are urged to arrange for this work in some other term of the school year, unless they come under 2 above, in which case they will be excused from the teaching requirement and allowed to substitute other work.

A few high school classes can be provided for students who must do practice teaching and find it impossible to attend school except in the summer term. All such students should communicate with the Director of the Training School at least six weeks before the opening of the summer session so that necessary arrangements can be made.



OUR NEW FRANKLIN TRACTOR

DEPARTMENT OF AGRICULTURE AND HOUSEHOLD ARTS

Agriculture

Agriculture 1. General Agriculture. Credit 2.5 hours. Offered on demand.

The course covers the general field of agriculture. It is intended for students preparing to teach in the upper grades. Some special consideration is given to the vocational aspects of the subject.

Agriculture 10. Cereal Crops. Credit 2.5 hours. Summer and fall terms.

A study is made of the origin, history, classification, cultural methods, and climatic and soil adaptations of the cereal crops. Special study is made of strains and varieties adapted to local conditions. The work includes laboratory exercises in grading and scoring of grains.

Agriculture 11. Forage Crops. Credit 2.5 hours. Winter and summer terms.

The course is a study of the origin, history, classification, and adaptation and cultural methods of the principal forage plants. Special attention is given to forage plants adapted to this section of the state. Laboratory work is devoted to the study of types of forage plants, seed identification, seed adulteration and market grades of hay.

Agriculture 12. Types and Market Classes of Live Stock. Credit 2.5 hours. Fall and summer terms.

A study is made of the types and market classes of cattle, sheep, swine and horses. Special attention is given to types of live stock adapted to this section of the state. Laboratory work consists in scoring and placing of farm animals. Frequent visits are made to stock farms near Springfield.

Agriculture 13. Types and Breeds of Live Stock. Credit 2.5 hours. Winter and spring terms.

A study is made of the origin, history, and development of the main breeds of European and American live stock. Attention is given to sale catalogs of leading breeders. A special study is made in working out and recording pedigrees.

Agriculture 14. Plant Propagation. Credit 2.5 hours. Winter term.

The course deals with the natural and artificial methods of plant propagation. Students are given practical work in plant production under greenhouse conditions.

Agriculture 15. Elementary Entomology. Credit 2.5 hours. Fall and summer terms.

The course is a study of the orders, identification, anatomy, metamorphosis and feeding habits of insects with special attention to insects of economic importance and the means of their control.

Agriculture 116. Bees and Bee Keeping. Credit 2.5 hours. Spring term.

Prerequisite: Elementary Entomology. The course deals with the various strains of bees, care and management of bees, and the factors influencing honey production.

Agriculture 117. Elementary Dairying. Credit 2.5 hours. Winter and summer terms.

A study is made of the composition of milk and milk products and principles of the sanitary methods of handling the same. Laboratory work consists in testing milk and milk products and the manufacture of butter, cheese and ice cream.

Agriculture 118. Milk Production. Credit 2.5 hours. Winter and summer terms.

A brief study is made of breeds of dairy cattle, selection of the dairy herd, feeding for milk production, calf feeding, keeping records of the herd and cow testing associations.

Agriculture 119. Principles of Animal Breeding. Credit 2.5 hours. Spring and summer terms.

Prerequisites: Botany 2 and 3, Zoology 4 and 5, and Chemistry 31 and 32. A study is made of the laws of heredity, environment, variation, transmission, prepotency, selection, and the practices employed in live stock improvement.

Agriculture 163. Animal Nutrition. Credit 2.5 hours. Winter and summer terms.

Prerequisites: Chemistry 31, 32, 70, 71, 132; Zoology 4 and 5. A study is made of digestive systems of animals, the processes of digestion and metabolism, feed stuffs and feeding practices, and balanced rations.

Agriculture 120. Incubation and Feeding of Poultry. Credit 2.5 hours. Spring term.

This is a practical course in incubation, brooding, housing and feeding of chicks. Each student is required, as a part of the laboratory work, to run an incubator and care for the chicks till they are three weeks old.

Agriculture 19. Types and Breeds of Poultry. Credit 2.5 hours. Summer term.

A study is made of the principal breeds of poultry, methods of selecting and breeding poultry, culling of flocks, caponizing, marketing of eggs, and diseases of poultry.



EXPERIMENTAL PLOTS COLLEGE FARM

The white shows application of lime in fertilizer tests in alfalfa and sweet clover.

Agriculture 20. Vegetable Gardening. Credit 2.5 hours. Spring term.

Prerequisite: Agriculture 14. A study is made of the types of vegetable gardening; planning and planting of gardens; methods of planting, transplanting and cultivating garden plants; classification and study of the different garden vegetables; and identification and methods of control of the principal diseases and insect pests of garden crops.

Agriculture 21. Orcharding. Credit 2.5 hours. Spring term.

Prerequisite: Agriculture 14. A study is made of orcharding as a business; methods of propagating, planting, cultivating, pruning and spraying fruit trees; harvesting, packing and marketing the fruit. Practical work is done in pruning and spraying, on the school orchard, and a study is made of methods and practices used in orchards of this section of the state.

Agriculture 151. Farm Accounting. Credit 2.5 hours. Fall, winter and summer terms.

A study is made of the principal methods of keeping farm accounts; of the making of farm inventories; of the principles underlying accounts; of the factors affecting cost of production, profits; of the keeping of a complete set of farm accounts. The importance of the income tax to the farmer is considered.

Agriculture 152. Farm Management. Credit 2.5 hours.

Prerequisite: Agriculture 151. This course involves a study of the types of farming, size of the farm business, general organization of the farm, land tenure, land appraisal and the income tax.

Agricultural Mechanical Drawing. See Art. 34.

Farm Shop. See Manual Training 34 and 125.

Rural Organization and Marketing. See Economics 154.

The Teaching of Elementary Agriculture. See Education 24.

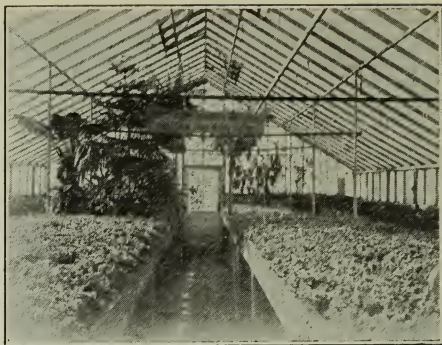
The Teaching of High School Vocational Agriculture. See Education 101 and 102.

Agricultural Geology. See Science 28.

Agriculture 61. Soil Physics.

Credit 2.5 hours. Summer term.

Prerequisite: Physics IV a, IV b, and IV c. A study is made of the origin, physical analysis and geographical classification of soils. A study is made of the physical properties, temperature and moisture of soils, and their relations to actual farm practices. There are three recitations and two laboratory exercises each week.



The greenhouse is used to grow specimens for botany and for the agriculture classes.

Agriculture 62. Soil Fertility. Credit 2.5 hours. Summer term.

Prerequisite: Agriculture 61 and Chemistry 31 and 32. The course covers chemical analysis of soils; plant nutrients; acid and alkali soils; organisms of the soil; soil air; commercial fertilizers, manures and amendments and their relations to farm practices.

Agricultural Chemistry. See Science 134.

Household Arts.

Household Arts 1. Elementary Clothing. Credit 2.5 hours. Fall, spring and summer terms.

This course is an elementary study of sewing and clothing. It involves the fundamental principles of garment construction. Designs in good taste for household furnishings and garments are worked out. A study is made of infant and children's garments.

Household Arts 2. Elementary Clothing. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Household Arts 31. The selection of materials and principles of construction will be worked out through the planning and making of underwear, kimona and middy suits. Hygiene of clothing and care of clothing, form a basic part of this course.

Household Arts 160. Dressmaking. Credit 2.5 hours. Spring and summer terms.

Prerequisite: Household Arts 32. This course is a study of the clothing problem of the individual girl. Three wash dresses are designed and made according to the principles of suitability, durability, becomingness, economy and health.

Household Arts 161. Dressmaking. Credit 2.5 hours. Fall term.

Prerequisite: Household Arts 32. This course is a further study of the college girls wardrobe. It includes the selection of hats, shoes, outer garments, under-garments and accessories. Shopping excursions

are made in connection with the choice of ready-to-wear garments. A silk and wool garment is planned and made.

Household Arts 162. Textiles and Millinery. Credit 2.5 hours. Winter and summer terms on demand.

The aim of this course is to teach girls to be good textile and clothing consumers. A study is made of principal textile fibers and the judging of materials. A study is also made of the principles of design applied to millinery; hats are made and trimmed.

Household Arts 3. Introduction to Household Problems. Credit 2.5 hours. Spring term.

The course includes a study of the evolution of the home and of the social problems of the present-day home. Household management problems are also dealt with.

Household Arts 4. Homemaking. Credit 2.5 hours. Spring and summer terms. Open to any students.

The course is intended to give girls a realization of the importance of homemaking in the development of the individual and of the great part the home plays in the formation of citizenship. The course is given by various instructors and includes care of children, invalid cookery, home nursing, sanitation of the home, interior decorating, household accounts, including clothing budgets, the buying of textiles and foods, remodeling and renovating, canning and preserving, the utilization of left-overs.

Household Arts 51. Elementary Cooking. Credit 2.5 hours. Fall, spring, and summer terms.

Prerequisite: Household Arts 3. The course includes a study of sanitation, utensils, stoves, and fuels; composition of foods and their uses in the body; preparation of simple recipes, including beverages, fruits, vegetables, cereals, milk and egg recipes, meats, cheese, fish, gelatin, dough and batter mixtures.

Household Arts 52. Food Problems. Credit 2.5 hours. Winter term.

Prerequisites: Household Arts 3, Household Arts 51. The course deals with the selection and care of foods and the preservation and adulteration of foods. Practical work in canning and preserving is given.

Household Arts 100. Nutrition. Credit 2.5 hours. Fall term.

Prerequisite: Household Arts 52. A study is made of the chemistry of foods; the occurrence of the various food stuffs in foods; and the digestibility of foods.

Household Arts 101. Home Cookery and Table Service. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Household Arts 51. The course is designed to give opportunity for practice in home cookery. It includes the study, planning and cooking of breakfasts, luncheons, and dinners, as well as con-

sideration of the cost of foods and of the balanced menu. It also deals with etiquette and table service.

Household Arts 102. Dietetics. Credit 2.5 hours. Fall and spring terms.

Prerequisite: Household Arts 100. The course deals with the food requirements of the individual in health and disease throughout infancy, childhood, adolescence, adult life, and old age. Dietaries are planned for each period with regard also to social and economic conditions.

Household Arts 150. Home Nursing. Credit 2.5 hours. Fall term.

Prerequisite: Household Arts 100. The course deals with the care and feeding of children; the care of the sick, and invalid cookery.

Household Arts 151. House Sanitation. Credit 2.5 hours. Winter term.

Prerequisite: Science 60. The course includes a study of the surrounding and construction of houses, the heating, lighting, ventilation, water supply, drainage and plumbing.

Household Arts 170. Household Management. Credit 2.5 hours. Fall term.

Prerequisite: All preceding courses in Household Arts. The course is designed to give the student practical work in managing a household.

DEPARTMENT OF COMMERCE

Commerce 1. Accounting. Credit 2.5 hours. Every term.

A series of systematic drills on elementary accounting fully illustrating and explaining the uses of the journal, the cashbook, the purchase book, the sales book, the statement book and the ledger is given in the set. Supplementary ledger sheets are used to clarify the trial balance, the classifying of accounts and the closing of the ledger.

Commerce 2. Accounting. Credit 2.5 hours. Every term.

The special column journal and the special column cashbook are used so as to introduce the controlling accounts, thereby calling for the purchase book and the purchase ledger, the sales book and the sales ledger, and the general ledger. Supplementary advanced ledger sheets are used to show various forms of working sheets (balance sheets).

Commerce 3. Accounting. Credit 2.5 hours. Every term.

This is a corporation set involving the subscription for stock, the preparation of articles of incorporation, the election of a Board of Directors and officers, the issuing of stock certificates and the opening of a set of books of which the cash-journal is the most important since it contains one of the most ingenious and labor-saving books of entry ever included in an accountancy course.

Commerce 4. Accounting. Credit 2.5 hours. Every term.

The purpose of the set is to find the exact cost of the material and direct labor required to make a given article. Special columns in books of original entry are designed so as to require the least amount of work and secure the highest degree of accuracy. The set requires a careful study of manufacturing methods and processes.

Commerce 5. Accounting. Credit 2.5 hours. Every term.

The course deals with modern banking and bank accounting by the individual laboratory method, and is fully supplemented by reports of local banks, of bulletins, and of laws relating to banking. Incoming and outgoing papers are used together with a full set of bank books.

The Teaching of Accounting. See Education 102.

Commerce 6. Mathematics in Business. Credit 2.5 hours. Offered on demand.

All topics which have recently acquired importance because of changes that have been brought about in the organization and conduct of business are included: insurance, stocks, bonds, exchange, and annuities.

Business English—See English 4.

Commerce 11. Writing. Credit 1.25 hours. Every term.

Attention is given to correct position of the body, pen holding, movement, material. Practice is required. Emphasis is placed on what to teach and how to teach in the grades.

Commerce 12. Writing. Credit 1.25 hours. Every term.

Actual practice is given with special attention to letter forms. Outside work is required. Emphasis is placed on upper grade writing in public schools. Plain legible writing is taught as represented by Zaner and Bloser, Ransomerian, Economy Method, or the Palmer system. Blackboard and printed copies are used.

Commerce 13. Writing. Credit 1.25 hours. Offered on demand.

Commerce 21. Elementary Shorthand. Credit dependent on progress. Every term.

The principles of Gregg Shorthand are presented with sufficient drill work to develop facility in applying them. The work consists of exercises in reading and writing shorthand notes, blackboard drills, word building, drills in word signs and phrases, accuracy tests, short letters, and shorthand penmanship. Texts: *Gregg Manual*, *Gregg Supplementary Exercises*, *Gregg Beginners' Letters*.

Commerce 22. Elementary Shorthand. Credit dependent on progress. Every term.

The work is a continuation of Commerce 21.

Commerce 23. Elementary Shorthand. Credit dependent on progress. Every term.

The work is a continuation of Commerce 21. Students on completing Commerce 23 usually have 5 hours of shorthand credit.

Commerce 24. Advanced Shorthand. Credit dependent on progress. Every term.

The course reviews Gregg *Manual* and *Speed Studies*. The aim is to secure ease and accuracy in writing and transcribing progressive, dictated matter consisting of all forms of business correspondence and magazine articles. The work includes speed tests, speed drills and supplementary reading of shorthand stories. Texts: Gregg *Speed Studies*, Gregg *Phrase Book*, Reigner's *Dictation Course in Business Literature*, Book I.

Commerce 25. Advanced Shorthand. Credit dependent on progress. Every term.

The work is a continuation of Commerce 24.

Commerce 26. Advanced Shorthand. Credit dependent on progress. Every term.

The work is a continuation of Commerce 25. The rate required is 120 words a minute. Students on completing Commerce 26 usually have 10 hours of shorthand credit.

Commerce 31. Typewriting. Credit 2.5 hours. Every term.

The touch method is insisted upon. The work is based upon the subject-matter contained in the Rational Typewriting Manual, Revised Edition. Drills for the establishment of accuracy and rhythm are also part of the work. Lessons 1-19 must be completed.

Commerce 33. Typewriting. Credit 2.5 hours. Every term.

The work for this term consists of Lessons 19-46 in the Rational Typewriting Manual; speed work and drills in "Speed Studies" by Adelaide B. Hakes. Speed tests and examinations for proficiency certificates are given.

Pupils must reach a rate of 40 words per minute before they receive credit for this work.

Commerce 35 and 36. Typewriting. Credit dependent on progress. Every term.

The Rational Manual is completed this term. "Speed Studies" by Hakes is completed. Speed tests and examinations for proficiency certificates are continued.

When the pupil has reached the rate of 60 words per minute he receives credit of 1.25 hours.

When the pupil has reached the rate of 70 words per minute he receives further credit of 1.25 hours.

Credit for Commerce 35 and 36 given to shorthand students only.

Commerce 37. Office Training. Credit 2.5 hours. Every term.

Work is based on "Office Training for Stenographers" by SoRelle. It consists of the study of Office Methods, the use of office appliances, filing, business and legal papers, and personality and ethics in business.

This course is open to students in stenography who have a type-writing speed of 45 words per minute and a dictation speed of 110 words per minute.

The Teaching of Shorthand and Typewriting. See Education 104.

Commerce 41. Business Law. Credit 2.5 hours. Offered on demand.

The course is given to the consideration of contracts, negotiable instruments, bailments, sales, agency insurance, partnership, and property. The work is important for commercial teachers in high school.

Commerce 42. Salesmanship and Advertising. Credit 2.5 hours. Offered on demand.

The course is offered for the purpose of training young people to sell goods in person and by mail. It includes the study of the laws of appeal and response applied to business; the advertisement in its composition, form and effectiveness.

Commercial Geography. See Science 27.

DEPARTMENT OF EDUCATION

Theory of Teaching.

Education 12. Principles of Teaching. Credit 2.5 hours. Every term.

Prerequisite: Education 11. The course is a study of the foundations of method; the meaning of education, the aim of education; subject-matter, its origin, function, organization; the doctrine of interest; technique of instruction.

Education 13. Observation and Measurements. Credit 2.5 hours. Every term.

Prerequisite: Education 12. The work of the course consists of systematic observation of instruction given by the supervisors in the Training School, together with a careful study of the principles involved and the methods used. The aim is to train the student in evaluating classroom work and in the methods of teaching used. Each student is expected to do regular reference work, make out lesson plans, and write reports of work observed. Some attention is given to tests and scales and their use as means of determining the results of class work. The student is given some practice in using these tests.

Education 14. Observation in Rural Schools. See Rural Education.

Education 24. The Teaching of Elementary Agriculture. Credit 2.5 hours. Spring and summer terms.

Prerequisite: One unit of high school agriculture and Education 12. A study is made of the subject matter to be offered in a rural school; of the organization of this subject matter, and of methods of presenting it. Special attention is given to the community survey, collection and organization of data, home projects, boys' and girls' club work, and the

correlation of agriculture and other studies. The course will be somewhat modified each year to meet the needs of teachers who are undertaking work in "Vitalized Country Life" in the rural schools.

Education 25. The Teaching of Arithmetic. Credit 2.5 hours. Every term.

Prerequisite: Education 12. A course of study for the eight grades is studied critically. Such subjects as objective teaching, methods and principles of rationalization and habituation, development of independence, accuracy and speed, applied problems and their grading are studied. The purpose throughout the course is to show how to relate arithmetic to the child's every day life and his further needs.

Education 26. The Teaching of Art. Credit 2.5 hours. Fall, winter, and spring terms.

Prerequisites: Education 12 and Art 1 and 2, depending upon grade of work to be taken. The course is planned to meet the needs of public school teachers. Its objective is to train teachers in the presentation of problems in art for public schools, and in the handling of classes in elementary technique of art in all public school art media. It includes observation of work given by the supervisor, the making of lesson plans for art classes, and the reading of required texts.

Education 27. The Teaching of Elementary English. Credit 2.5 hours. Every term.

Prerequisite: Education 12. The course considers methods in the literature, language and grammar work of the elementary grades. In addition to familiarizing the students with the materials used in these grades, practical help in handling this material is given. Generous use is made of Greenwood School for observation.

Education 28. The Teaching of Geography. Credit 2.5 hours. Every term.

Prerequisite: Education 12. The course is a detailed study of materials and methods suitable to the different grades. It includes discussion of reference books, of geographical readers, of illustrative material and of field trips. The problem method for the upper grades is emphasized. Observation work is done, and plan work emphasized.

Education 29. The Teaching of Elementary History. Credit 2.5 hours. Every term.

Prerequisite: Education 12. The course is designed particularly for teachers in the elementary schools. Among the more important of the topics are: aims and educational value of history; selection of materials and choice of facts; sources of information; program and course of study; the use of stories and illustrative material bearing on the problem of presenting them; methods of study and of teaching; correlation with other school subjects. The "Report of Committee of Eight" with extensive readings from the library, gives a knowledge of the materials from which teachers may draw in their work. Observation lessons and lesson plans are required of all students.

Education 30. The Teaching of Music in the Grades. Credit 2.5 hours. Winter and summer terms.

Prerequisites: Education 12 and Music 1, 2, 3, 5 and 121. The work of each year from first to eighth is taken up in detail and the problems which confront the grade teacher and the supervisor are carefully studied. Some of the topics for special consideration are lesson plans, a study of the child voice, the monotone, and selection of songs.

Education 31. Primary Methods. The story, language and geography. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Education 12. The course is a study of children's story books, learning stories and story telling. All parts of the work are correlated. Some attention is given to a review of the principles brought out in Kirkpatrick's *Child Study*.

Education 32. Primary Methods. Reading, nature study and arithmetic. Credit 2.5 hours. Fall, spring and summer terms.

Prerequisite: Education 12. The course is a study of the material and outlines for the first and second years; a criticism of text books, plan writing, and observation. A careful study is made of the material used.

Education 33. Kindergarten Methods. Credit 2.5 hours. Fall, spring and summer terms.

Prerequisite: Education 12. The course is a study of education in early childhood, of child development and of home training in the first four years. Special attention is given to utilizing the child's prominent instincts and interests. The purpose is to give a practical knowledge of the little child and an understanding of desirable home training as a preparation for entrance into kindergarten.

Education 34. Kindergarten Curriculum. Credit 2.5 hours. Winter and summer terms.

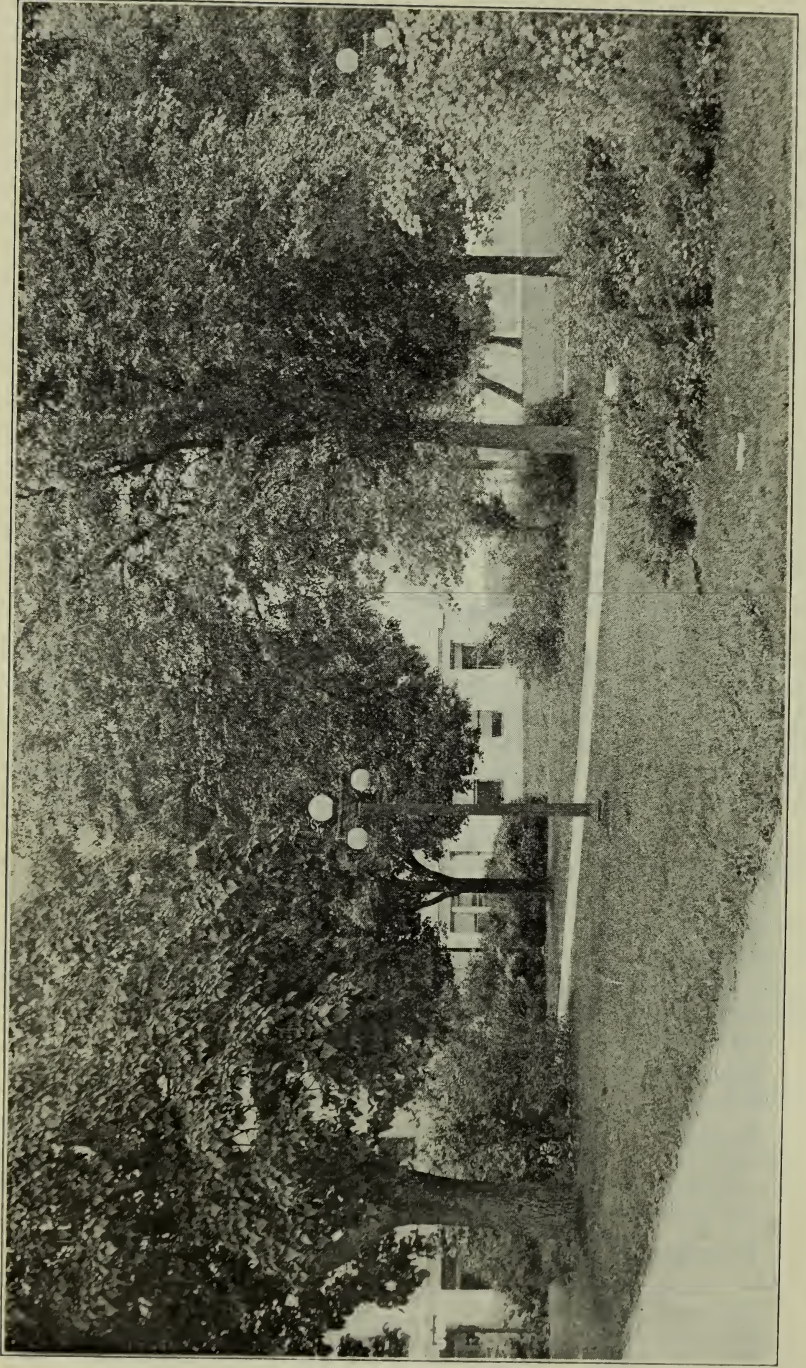
Prerequisite: Education 12. A study is made of results that should be achieved in the modern kindergarten. Consideration is given to principles governing choice of materials for kindergarten use in story telling, oral composition; interpretation of poetry, dramatization, handwork, nature study, music, rhythm, and games. The use of toys and apparatus is taught.

Education 35. Intermediate Grade Methods. Credit 2.5 hours. Every term.

Prerequisite: Education 12. The course deals with the outstanding characteristics of children in the intermediate grades and with the educational problems involved. The principles of education are considered in their application to the teaching of writing, spelling, and reading.

Education 36. Upper Grade Methods. Credit 2.5 hours. Every term.

Prerequisite: Education 12. The course deals with the outstanding characteristics of children in the upper grades and with the educational problems involved. The principles of education are considered in their application to the teaching of writing, spelling and reading.



A CAMPUS SCENE

Education 37. Rural School Methods. See under Rural Education.

Education 38. Rural School Methods. See under Rural Education.

Education 101. The Teaching of Vocational High School Agriculture. Credit 2.5 hours. Fall, winter and summer terms.

Prerequisites: Education 12 and 15 hours of Agriculture. A study is made of the organization of the subject-matter and the methods of teaching animal husbandry and farm crops. The course is required of all students preparing to teach vocational agriculture.

Education 102. The Teaching of Vocational High School Agriculture. Credit 2.5 hours. Winter, spring and summer terms.

This course is a continuation of Education 101. It deals with the teaching of soils and horticulture, and is required of all students preparing to teach vocational agriculture.

Educational 103. The Teaching of Bookkeeping and Accounting. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 12 and 7.5 hours of Accounting. The course deals with methods in bookkeeping and accountancy. It includes discussions and illustrations of the different plans of approach; conduct of laboratory work; logical development and treatment of all books used, leading up to and including the most difficult sets used in corporation and cost accounting sets. No specific textbooks are assigned but several are used to illustrate methods.

Education 104. The Teaching of Shorthand and Typewriting. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 12, Elementary and Advanced Shorthand, Elementary and Advanced Typewriting. The course is planned to meet the needs of shorthand and typewriting teachers. Methods of acquiring rhythm, accuracy, and speed in typewriting are emphasized. Class presentation of the Gregg *Manual*, together with actual teaching of shorthand, is required.

Education 105. The Teaching of High School English. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 12. A detailed study is made of the teaching of English through the four years of high school work.

Education 106. The Teaching of High School History. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 12. A careful study is made of the materials to be used in teaching history in the high school. Emphasis is given to the use of the library. Outline plans are made and discussed in detail.

Education 107. The Teaching of Vocational Home Economics. Credit 2.5 hours. Winter term.

Prerequisites: Education 12 and Home Arts 1 and 51. The course deals with the plan of household arts in modern education and with the organization and supervision of courses in elementary and secondary

schools. Emphasis is given to judging products at fairs and other gatherings, to material for school exhibits and to illustrative and reference work for teaching.

Education 108. The Teaching of High School Latin. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 12. About equal attention is given to method and to subject-matter. The library facilities are especially good. Special stress is given to the methods of First Year Latin and Caesar.

Education 109. The Teaching of High School Mathematics. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 12. The course is a thorough investigation of the subject-matter and the method of high school algebra, geometry and trigonometry.

Education 110. The Teaching of Music in High Schools. Credit 2.5 hours. Offered on demand.

Prerequisites: Education 12 and Music 122. A study is made of the high school chorus, glee clubs, classification of voices, bibliography of choral music suitable for high schools, conducting.

Education 111. The Teaching of Plays and Games (Women). Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 12. The course includes physiology, essentials of anatomy, public hygiene, school hygiene, and personal hygiene, first aid to the injured, Swedish gymnastics, folk dances, rhythmic dances, schoolyard games and basketball.

Education 112. The Teaching of Plays and Games (Men). Credit 2.5 hours. Winter and summer terms.

Prerequisite: Education 12. The course includes physiology, essentials of anatomy, public hygiene, school hygiene, personal hygiene, first aid to the injured, military tactics, Swedish gymnastics, folk dances, schoolyard games, methods of coaching football, basketball, baseball, track and field athletics.

Education 113. The Teaching of Modern Languages. Credit 2.5 hours. Summer term.

Prerequisite: Education 12. Special attention is devoted to French phonetics and the teaching of pronunciation; to examination of texts and reading material suitable for high school classes; to discussions and reports on problems which confront the teacher of modern languages.

Education 114. The Teaching of High School Science. Credit 2.5 hours. Offered on demand.

Prerequisites: Education 12 and Biology, Physical Geography, Elementary Physics, Chemistry. The course is intended for high school teachers and it covers the field of science as the subject is organized in high schools. The following topics are included: the place of science in the high school curriculum, the history of science teaching in the American high school, the selection and purchase of laboratory equipment, text, laboratory and field work.

Teaching.

Education 51. Teaching in the Training School. Elementary Section. Credit 2.5 hours. Fall, winter and spring terms.

Prerequisite: Education 13; one Teaching of Subject Course or Method for Grades. The student is expected to teach a class in the Training School throughout the term. He is expected to devote at least one period per day to the preparation of lesson plans and to the selection and organization of subject matter which is to be presented to the class, to participate as far as possible in the management and conduct of regular school activities, and to attend all conferences that may be called by the supervisor and the director of the Training School.

Education 52. Teaching in the Training School. Credit 2.5 hours. Fall, winter and spring terms.

The course is a continuation in a more advanced way of Education 51.

Education 53. Teaching in the Training School. Rural Section. See under Rural Education.

Education 54. Teaching in the Training School. See 4, page 45.

Education 99. Practicum. Credit 2.5 hours. Summer term.

The course embraces educational theory and practice. The topics considered are drawn from the various fields of educational theory such as methods, management, administration and the curriculum. The specific topics chosen depend upon the needs of the individual members of the class. The course is open only to experienced teachers who have had the advantage of teaching for several years under supervision. It is designed to meet in part the teaching requirements of those experienced teachers who have demonstrated in a few lessons their ability to teach successfully in accordance with approved methods.

Education 121. Teaching in the Training School. High School Section. Credit 2.5 hours. Fall, winter and spring terms.

Prerequisite: Education 13 and the Teaching of Subject Course. Candidates for the diploma for high school teaching do their teaching in the high school under the same general conditions as those outlined for teaching in the elementary section.

Education 122. Teaching in the Training School. High School Section. Credit 2.5 hours. Fall, winter and spring terms.

The course is a continuation in a more advanced way of Education 121.

Education 123. Supervised Teaching of Vocational High School Agriculture or Home Economics. Credit 2.5 hours. Offered on demand.

Prerequisite: Education 159. The work consists of preparation of lesson plans, observation and teaching of Agriculture or Home Economics in a high school where Vocational Agriculture is taught. Two terms of supervised teaching are required of vocational students.

Education 124. Supervised Teaching of Vocational High School Agriculture or Home Economics. Credit 2.5 hours. Offered on demand. This course is a continuation of Education 123.

Education 125. Teaching in the Training School. See 4, page 45.

History of Education.

Education 50. History of Elementary Education. Credit 2.5 hours. Winter, spring and summer terms.

A study is made of the development of the theories and practices in our modern elementary schools.

Education 150. History of Education. Credit 2.5 hours. Fall and summer terms.

A study is made of the development of educational theory and practice from early civilization to the modern era.

Psychology.

Education 11. Psychology. Credit 2.5 hours. Every term.

The course covers the general phases of psychology; instincts; habits; memory; thought processes.

Education 60. Educational Psychology. Credit 2.5 hours. Fall, spring and summer terms.

Prerequisite: Education 11. The course includes extensive readings, lectures, and reports on special topics. Emphasis is given to the problems connected with studying and learning processes. The functional viewpoint is observed throughout the course.

Education 61. Advanced Psychology. Credit 2.5 hours. Spring and summer terms.

Prerequisite: Educational 11 or its equivalent. Open only to students showing special interest in psychology. The course is offered as an academic elective in experimental psychology for those students who wish to become intimately acquainted with the science of psychology.

Education 118. Advanced Educational Psychology. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Education 11. The work consists of mental tests and measurements and the related literature. It is intended for high school teachers and superintendents. The purpose is to give them definite methods of ascertaining the mental make-up of their students.

Education 131. Psychology of Childhood. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 11 and 60 or the equivalent. The course is designed to acquaint the prospective teacher with a selected literature on the subject of child development.

Education 161. Psychology of Elementary School Subjects. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Education 11 and 60 or the equivalent. The course deals with an analysis of mental operations engaged in by children in the study of their various subjects. The purpose is to give the teacher a comprehension of these processes and thus to make it possible for him to direct and supervise study.

Education 165. Psychology of High School Subjects. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 11 and 115 or the equivalent. The course is an analysis of the mental processes employed by high school students in the pursuit of their various subjects. It is intended for high school teachers and should assist them in directing their students to better methods of studying.

Administration.

Education 10. Introduction to Teaching. Credit 2.5 hours. Every term.

This course gives the student a broad introduction to the field of education. The topics embraced are the schools of other countries and their contributions to American education; investing public money; delegating responsibility; the school building and grounds; grouping pupils in classes; individual differences; periodicity; the curriculum and its reorganization; the junior high school; specialized and general education; extension of school activities; standardized tests and measurements; methods; supervised study; classroom management; the daily program; formation of habits; play activities; health education; discipline; professional training of teachers.

Education 100. Rural Community Activities. Credit 2.5 hours. Offered on demand.

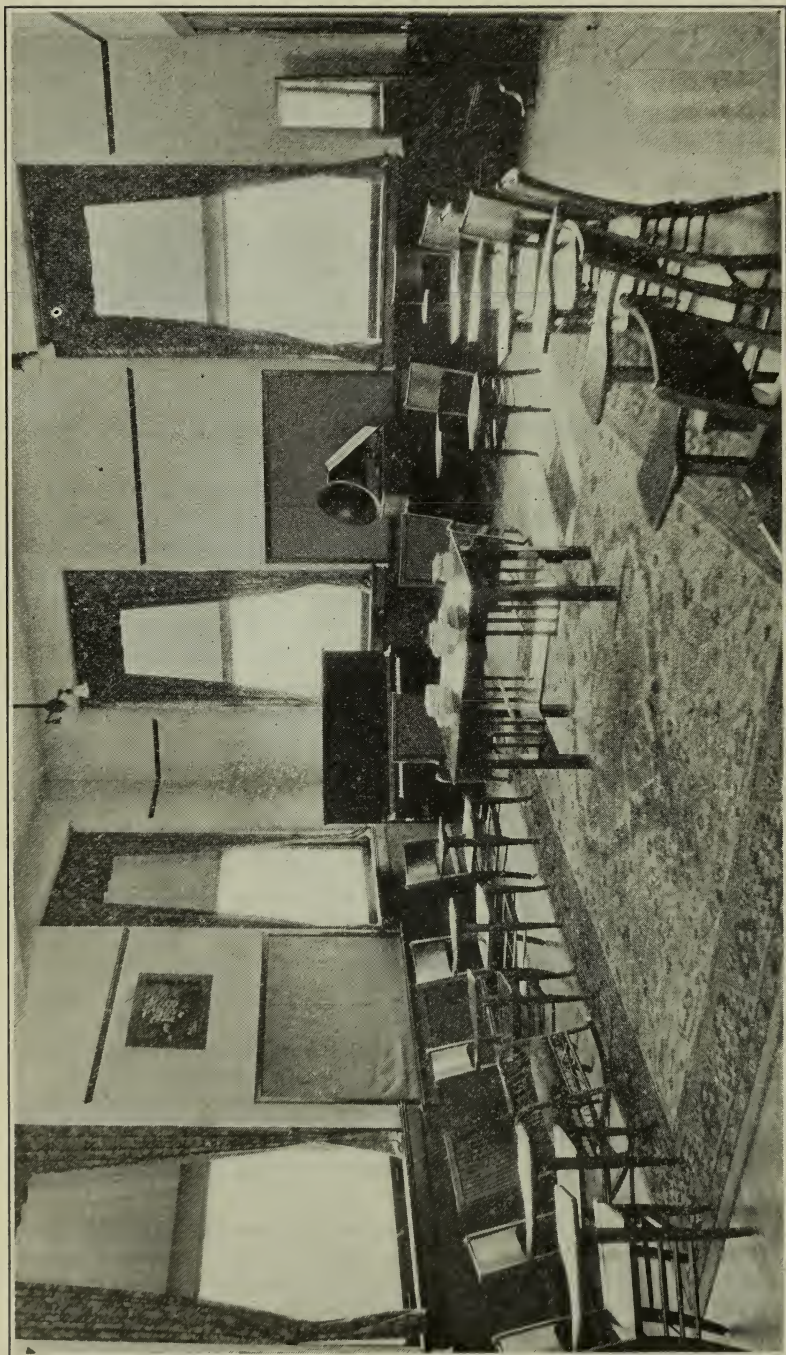
The aim of the course is to prepare teachers for leadership in community organization. Some of the topics studied are: community cooperation, club work, community fairs, community center work, community sanitation, community recreation, improvement associations, other community organizations.

Education 149. High School Problems. Credit 2.5 hours. Spring and summer terms.

The course gives emphasis to the idea that "the modern high school is for all the children of all the people." Much attention is given to the reorganization movement with special reference to the junior high school movement.

Education 152. Rural Surveys. Credit 2.5 hours. Offered on demand.

This course aims to aid the teacher, the superintendent, or the social leader who wishes to base his work on an analysis of community conditions as revealed by a survey. It considers the importance and value of surveys, the various types, the preparation of schedules and research methods. It will report on important surveys and make some first hand study of a community. Formal and informal discussions will be required.



PUBLIC SCHOOL MUSIC ROOM

Education 153. County School Organization. See under Rural Education.

Education 154. Administration. Credit 2.5 hours. Summer term.

The work is planned to include a careful and extended study of the major problems of educational administration. Among topics considered are city systems, finances, buildings, textbooks; employment, tenure, and qualifications of teachers; administrative organization; continuation and vocational schools.

Education 155. Supervision. Credit 2.5 hours. Summer term.

Among topics discussed are factors favoring advance of education; the superintendent; the teacher; supervision of instruction, grading, promotion, retardation, and elimination of pupils; the Course of Study and problems relating to it; the environment, including problems of health, sanitation, building and grounds.

Education 156. Administration of Rural Schools. See under Rural Education.

Education 157. Supervision of Rural Schools. See under Rural Education.

Education 158. Educational Tests and Measurements. Credit 2.5 hours. Summer term.

The literature in this field is reviewed and discussed with special attention to the use of tests and scales in rural and smaller city systems. Some attention is given to the necessary statistical methods, the meaning and use of scores in diagnosing the teaching situation.

Education 159. Organization and Administration of Vocational Education. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Education 12. A study is made of the history, organization, courses of study, and administration of the different types of vocational education.

Rural Education.

Education 37. Rural School Methods. Credit 2.5 hours. Every term.

Prerequisite: Education 11. The course is intended to give practical application of the principles of teaching to the common school branches as related to rural school conditions. Methods in reading, language, spelling, and writing receive special consideration.

Education 38. Rural School Methods. Credit 2.5 hours. Every term.

Prerequisite: Education 11. The course is intended to give practical application of the principles of teaching to the common school branches as related to rural environments. Special consideration is given to adapting the facts of rural life in the teaching of arithmetic, civics, and health. Home projects and school gardens receive attention.

Education 14. Observation in Rural Schools. Credit 2.5 hours. Every term.

Prerequisite: Education 11. The purpose of the course is to give practical application to the principles of teaching in all the grades and to give insight into the character of the work in the different grades. Reference readings and discussions are required. Students observe lessons taught by the supervisor and make and try lesson plans under the direction of the supervisor.

Education 53. Teaching in Rural Schools. Credit 5 hours. Fall, winter and spring terms.

Prerequisite: Education 11. Teachers preparing to teach in rural demonstration schools and in other rural schools spend a term in Sunshine Rural Training School. They participate in the work under the direction of the supervisor. Arrangements are made whereby students remain in the rural community during the term and complete the same amount (10 hours) of work as students in residence at the Teachers College.

Education 153. County School Organization. Credit 2.5 hours. Offered on demand.

This course includes an historical and comparative study of different school systems. It is designed for county superintendents, rural supervisors, superintendents and principals of village and consolidated schools, teacher-training teachers, and teachers of demonstration schools. Important topics considered are the origin and extension of the district system; its period of efficiency; decline of the district system; the township system; the county system; its development; contrast with the district system; school boards; the county superintendent; methods of selection, qualifications, salary, tenure; powers and duties of the county superintendent; planning school buildings; judging text books; county graduation; standardization of schools; rural high schools.

Education 156. Rural School Administration. Credit 2.5 hours. Summer term.

The course is for principals and superintendents of village and consolidated schools, county superintendents, teacher training students, demonstration school teachers. The practical problems of rural school administration considered are school relationships; certification; law enforcement; records and reports; community co-operation; club work; consolidation and transportation; school finances; selection and organization of teacher and supervisory forces. The rural viewpoint is held throughout.

Education 157. Rural School Supervision. Credit 2.5 hours. Summer term.

The course is intended to meet the needs of county superintendents, teacher-training teachers, superintendents and principals of village and consolidated schools and supervisors in rural schools. The following topics are included: the practical problems of the supervisor; supervisory relationships; judging instruction; principles of criticism; teaching how to study; principles underlying the making of a course of study; special types of supervision in various states.

DEPARTMENT OF ENGLISH

English 1. Composition. Credit 2.5 hours. Fall, spring and summer terms.

The course includes the modes of paragraph development in expository writing, the principles governing organization in long essays, intensive study of correct diction, letter writing, punctuation, and spelling. Weekly composition work, either written or oral, and considerable practice in research furnish the application of theoretical principles. Palmer's *Self-Cultivation in English* is studied as a model of organization.

English 2. Composition. Credit 2.5 hours. Winter and summer terms.

The course includes analysis of short stories, the principles of narration, the principles of sentence structure, and spelling. The composition work consists of dialogues, anecdotes and original stories. A cursory study is made of a number of important classics that are taught in the best junior high school courses.

The Teaching of Elementary English. See Education 27.

English 3. Speeches and Orations. Credit 2.5 hours. Fall term.

Half of the term is given to the principles of oratory and to the writing of orations. Half of the term is given to the study of *Lear*, *Hamlet* and *Othello*.

English 4. Commercial English. Credit 2.5 hours. Offered on demand.

The course gives extensive practice in commercial correspondence. It is intended to meet the needs of students who look forward to a business career or of teachers whose work will include vocational courses.

English 51. American Literature. Credit 2.5 hours. Fall term.

The course is a comprehensive study of American literature. Considerable attention is given to the forces which are now influencing American thought and to prominent living American authors.

English 52. Argumentation. Credit 2.5 hours. Winter term.

The course embraces the theory of argument and practice in debating. The general criticism of the class debates furnishes guidance to those students who are later to compete in inter-society and inter-school debates.

English 53. Victorian Poetry. Credit 2.5 hours. Spring term.

The course includes some study of Tennyson, Browning, Elizabeth Barrett Browning, Arnold, Clough, Rossetti, Christina Rossetti, Meredith, Swinburne, Morris, Kipling, and Austin Dobson. Attention is given to verse forms and to literary types. Papers involving research constitute a part of the work.

The Teaching of High School English. See Education 105.

English 54. Children's Literature. Credit 2.5 hours. Winter and summer terms.

Prerequisites: English 1 and English 2. The course, which is designed for prospective primary and intermediate teachers, is a study of the literature suited to the first six grades. The purpose is to secure a general knowledge of available poems and stories.

English 55. Upper Grade Literature. Credit 2.5 hours. Spring term.

The course is a study of literature suited to the seventh, the eighth, and the ninth grades.

English 61. Inter-society Debating. Credit 1.25 hours. Winter term.

The course is open only to those who are chosen to debate as representatives of a literary society.

English 62. Inter-school Debating. Credit 2.5 hours. Spring term.

The course is open only to those who are chosen to debate as representatives of Teachers College.

English 101. Fiction. Credit 2.5 hours. Summer term.

A study is made of the leading types of fiction throughout the eighteenth and the nineteenth centuries.

English 102. History of English Language. Credit 2.5 hours. Summer term of alternate years.

A survey is made of the development of the language from the earliest times to the present. Considerable attention is given to early literary history.

English 103. Drama. Credit 2.5 hours. Summer term of alternate years.

The Elizabethan drama is the center of the course. A comparative study is made of the Greek, the Spanish and the French drama. Attention is given to types of theatres and to the influence of theatrical presentation on drama.

English 104. Essay. Credit 2.5 hours. Offered on demand.

A study is made of the development of the essay from the sixteenth century to the present time.

English 105. Chaucer. Credit 2.5 hours. Offered on demand.

The course includes the reading of most of Chaucer's poems and a study of social conditions in England during the fourteenth century.

English 106. Anglo-Saxon. Credit 2.5 hours. Offered on demand. Anglo-Saxon grammar is studied. Short easy selections are read.

DEPARTMENT OF FOREIGN LANGUAGES

Latin.

Latin 1. Beginners' Latin. Credit 2.5 hours. Fall and spring terms.

The course is intended for college students who have never studied Latin. It is offered as a preliminary course for students of French and Spanish and is also designed to give a better understanding of the technical terms used in science and in other departments of the school. Much attention is given to the derivation of words. Recommended for pre-medical and pre-legal students. Students who take Latin 1 and 2 are excused from Word Study.

Latin 2. Beginners' Latin. Credit 2.5 hours. Winter and summer terms.

For description of the course see Latin 1.

Latin 5. Cicero and Ovid. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Two years of Latin. The course is a study of selected orations of Cicero and of the period in which he lived. Attention is given to the syntax and the forms of the Latin language.

Latin 6. Cicero and Ovid. Credit 2.5 hours. Winter term.

For a description of the course see Latin 5.

Latin 7. Cicero and Ovid. Credit 2.5 hours. Spring term.

The course is a continuation of Latin 6 and includes reading from Ovid.

Latin 8. Vergil's Aeneid and Terence. Credit 2.5 hours. Fall term.

Prerequisite: Three years of Latin. The study of Vergil includes subject matter, form, prosody, and syntax.

Latin 9. Vergil's Aeneid and Terence. Credit 2.5 hours. Winter term.

Prerequisite: Three years of Latin. For a description of the course see Latin 8.

Latin 10. Vergil's Aeneid and Terence. Credit 2.5 hours. Spring term.

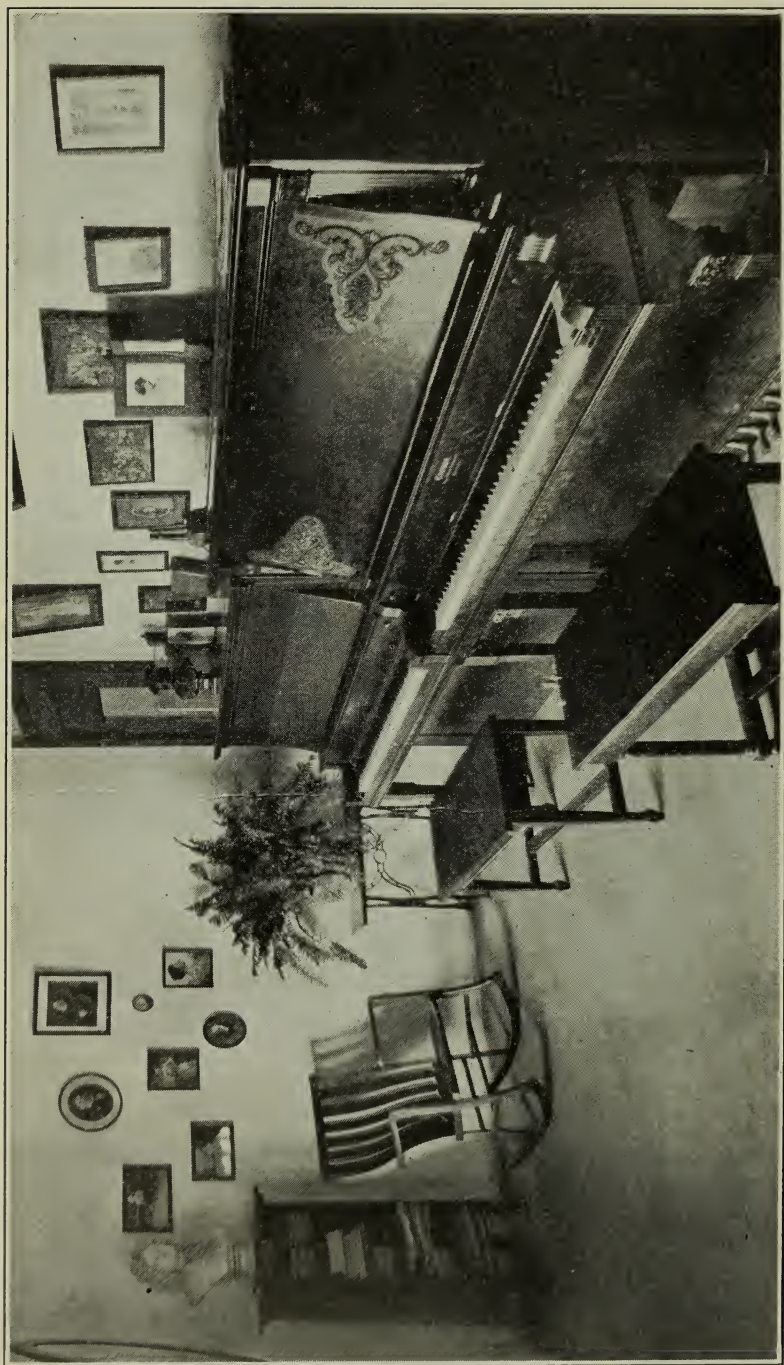
Prerequisite: Three years of Latin. For a description of the course see Latin 8.

Latin 58. Word Study. Credit 2.5 hours. Fall, spring and summer terms.

The course is designed to meet the needs of students who have little or no knowledge of Latin.

Latin 59. Mythology. Credit 2.5 hours. Winter and summer terms.

The course is designed to give a better understanding of the origin and development of myths among the Greeks and Romans. Special attention is given to the treatment of myths in literature and art. No knowledge of Latin is required for entrance.



PIANO STUDIO

Latin 60. Roman Historical Literature. Credit 2.5 hours. Fall term.

Prerequisite: Four years of Latin. Selections are read from Livy and Sallust. *Roman Political Institutions* is studied in connection with the course.

Latin 61. Roman Historical Literature. Credit 2.5 hours. Winter term.

Prerequisite: Four years of Latin. For a description of the course see Latin 60.

Latin 62. Horace, Odes and Epodes. Credit 2.5 hours. Spring term.

Latin 101. Roman Poets. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Latin 60 and 61, or the equivalent. Selections are read from the great Roman poets.

Latin 102. Selections from Latin Prose Literature. Credit 2.5 hours. Winter term.

McKail's *History of Latin Literature* is studied in connection with the course.

Latin 103. Cicero's Letters. Credit 2.5 hours. Spring term.

Prerequisite: Latin 60 and 61, or the equivalent. The course is a study of the private and public life of the Romans.

Latin 104. Terence and Plautus. Credit 2.5 hours. Summer term.

A study is made of the development of the Roman stage and of Roman comedy.

Latin 105. Historical Latin Grammar. Credit 2.5 hours. Offered on demand.

Prerequisite: Twenty hours or more of college rank Latin.

The Teaching of High School Latin. See Education 108.

French.

French 21. Beginners' French. Credit 2.5 hours. Fall, spring and summer terms.

The purpose of the entire French course is, through the French language and literature, to interpret the spirit of France. Beginners' French is based upon the study of grammatical essentials, but here, as in the high school courses, the direct principle of language teaching is applied and special emphasis is put upon the pronunciation and upon all forms of oral drill and development. All pronunciation work is based upon a study of practical phonetics as the surest means of mastering French sounds. A reader is begun in this term and French is, from the first, the predominant but not the exclusive language of the classroom.

French 22. Beginners' French. Credit 2.5 hours. Winter and summer terms.

The essentials of the grammar are completed and reading is given more time. The work is continued as outlined for French 21.

French 23. Intermediate French. Credit 2.5 hours. Fall and spring terms.

Short classics are chosen for this course and these are read, discussed, and reproduced in French. The aim is to prepare the way for an appreciation of French, as a means of literary expression. Students are encouraged to begin outside reading. Grammar review is continued and emphasis is still placed on pronunciation. Much reading of an easy type is required.

French 24. Intermediate French. Credit 2.5 hours. Winter and summer terms.

The course is a continuation of French 23. The reading is more difficult.

French 121. French Classics. Credit 2.5 hours. Fall and spring terms.

The course is a literary study of French masterpieces. Outside reading and regular reports are required. Written work consists of reproductions and paraphrases. The course is open to students who offer two years of high school French.

French 122. French Classics. Credit 2.5 hours. Winter and summer terms.

The course is a continuation of French 121.

French 123. French Composition and Conversation. Credit 2.5 hours. Offered on demand.

Prerequisite: French 24 or the equivalent. The course is a systematic grammar review based upon written composition, which constitutes the greater part of the outside preparation. In class the purpose is to build a useful vocabulary and to give the student actual control over it. A study of French manners and customs is incidental.

French 124. Introduction to the Study of French Literature. Credit 2.5 hours. Offered on demand.

Prerequisite: French 121 and 122 or the equivalent.

The course aims at a general survey of the various periods of French literature. A text will be used, supplemented by lectures, outside readings and reports.

French 125. Molière. Credit 2.5 hours. Offered on demand.

Prerequisite: French 121; in addition French 124 is recommended. A critical study is made of the life and works of Molière. There is considerable reading from his works.

The Teaching of Modern Languages. See Education 113.

SPANISH.

Spanish 31. Beginners' Spanish. Credit 2.5 hours. Fall and summer terms.

The primary purpose of the courses in Spanish is to awaken interest in South American life and trade, and to lay the foundation for a practical mastery of the Spanish language with a view to its commercial value. In beginners' Spanish the essential forms and principles of the grammar are taught. Careful attention is given to pronunciation and to oral drill. The reader used is one which for the most part deals with South American geography and conditions.

Spanish 32. Beginners' Spanish. Credit 2.5 hours. Winter term.
For a description of the course, see Spanish 31.

Spanish 33. Intermediate Spanish. Credit 2.5 hours. Fall and spring terms.

Much reading with oral discussion and written reproduction is given. Some outside reading is required. South American readers are used. The South American Bulletin of the Pan-American Association in the Spanish edition is accessible. The library is well stocked with material on South America. Grammar drill is continued.

Spanish 34. Intermediate Spanish. Credit 2.5 hours. Winter and summer terms.

The course is a continuation of Spanish 33 and includes the reading of short classics and of reports on outside reading.

Spanish 131. Advanced Reading Course. Credit 2.5 hours. Fall term.

Prerequisite: Spanish 34. Selected classics are studied. Outside reading of literary and journalistic Spanish is required.

Spanish 132. Spanish Composition. Credit 2.5 hours. Offered on demand.

Prerequisite: Spanish 34 or the equivalent.

A thorough study is made of Spanish grammar. Written composition is the basis of the course.

Spanish 133. Latin-American Literature and Conditions. Credit 2.5 hours. Offered on demand.

Prerequisite: Spanish 132. Selections from South American literature are read in class and are supplemented by lectures and by investigations and reports on present-day conditions.

Spanish 134. Latin-American Literature and Conditions. Credit 2.5 hours. Offered on demand.

This course continues Spanish 133.

Spanish 135. Commercial Spanish. Credit 2.5 hours. Offered on demand.

Prerequisite: Spanish 32.

German.

German 41. Beginners' German. Credit 2.5 hours. Offered on demand.

Pronunciation is made the object of constant drill, and is attacked from the phonetic standpoint. The elements of syntax and grammar are taught with a view to introducing the student as quickly as possible to the reading of German.

German 42. Beginners' German. Credit 2.5 hours. Offered on demand.

The course is a continuation of German 41.

German 43. Intermediate German. Credit 2.5 hours. Offered on demand.

Easy classics form the basis for discussion, written paraphrases and reproductions. Special attention is given to vocabulary building and easy outside reading is begun.

German 44. Intermediate German. Credit 2.5 hours. Offered on demand.

The course is a continuation of German 43. The classics read increase in difficulty. The course is to be taken by students offering two years of high school credit.

German 45. German Classics. Credit 2.5 hours. Offered on demand.

The course aims at the introduction of the student to the classic period of German literature. Works of Schiller, Lessing, Goethe, and Heine are read with brief studies of the lives and the works of each, supplemented by lectures and outside reading.

German 46. German Classics. Credit 2.5 hours. Offered on demand.

The course is a continuation of German 45.

DEPARTMENT OF HISTORY**History and Government.**

History 1. Ancient History. Credit 2.5 hours. Fall and summer terms.

Prerequisite: High school Ancient History. The course includes a brief review of the Orient and a study of the political and social development of the ancient Greeks. Special emphasis is placed on the thought, life and character of the people.

History 2. Ancient History. Credit 2.5 hours. Winter term.

The course is a study of the political and social development of the Romans. Special emphasis is placed upon the Romans as lawgivers, organizers, administrators and builders.

History 3. The Middle Ages. Credit 2.5 hours. Spring term.

The course is a study of the most significant economic, social and intellectual phases of mediaeval history. Special emphasis is given to institutions.

History 4. European History. Credit 2.5 hours. Fall term.

Prerequisite: High school European History; college Ancient and college Mediaeval History recommended. The course includes the Renaissance, the Protestant Revolution and the Catholic Reformation. European History 4, 5, and 6 should be taken in sequence.

History 5. European History. Credit 2.5 hours. Winter and summer terms.

The period covered is 1715-1815. The topics included are the rise of Russia and Prussia, the struggles of France and England in India and America, the "Old Regime," the French Revolution, the rise and fall of Napoleon.

History 6. European History. Credit 2.5 hours. Spring term.

The period covered is 1815-1919. The topics included are: Europe after the Congress of Vienna; the Industrial Revolution; formation of the Italian Kingdom and German Empire; the Eastern question; development of the British and Russian empires; nineteenth century European expansion; some of the great present-day problems. Attention is given to the government of a few of the leading European states.

History 7. War Course: Problems of Citizenship. Credit 2.5 hours. Winter and summer terms.

Prerequisite: High school course in European History; college European History recommended. War Course, Problems of Citizenship is designed to give the student a clear understanding of the fundamental causes, significant events and pertinent results of the Great World War, to the end that breadth of view may be obtained for intelligent participation in reconstruction. History 7 is a comparative study of the governments and ideals of the United States, England, France and Germany in particular, with some general consideration of the same subjects as applied to other nations.

History 8. War Course: Problems of Citizenship. Credit 2.5 hours. Spring term.

The course includes these topics: the social and economic causes of the Great War, the entrance of the United States, the great events, the problems of peace and reconstruction.

The Teaching of Elementary History. See Education 29.**History 50. English History.** Credit 2.5 hours. Fall term.

Prerequisite: High school European History. The course is a study of the earliest times down to the reign of King James II. English History 50 and 51, should be taken in sequence.

History 51. English History. Credit 2.5 hours. Winter and summer terms.

The course is a study of the period from James II to the present.

History 52. American History. Credit 2.5 hours. Fall term.

Prerequisite: High school courses in American History; college European History or English History recommended. The period covered is the colonial period to 1783. The course is a study of colonial life and institutions, of the conflict between the English and the French, and of the American Revolution. American History 52, 53, 54 should be taken in sequence.

History 53. American History. Credit 2.5 hours. Winter term.

The period covered is that of formation and development to 1840. The work includes a study of the critical period of the formation of government and of the development of the nation under Federalist, Jeffersonian and Jacksonian ideals.

History 54. American History. Credit 2.5 hours. Spring and summer terms.

The period covered is from 1840 to the present. The topics included are the expansion and slavery question, the Civil War, reconstruction and the rise of the new nation.

History 55. American Government. Credit 2.5 hours. Summer term.

Prerequisite: High school History and Economics; college American History and Economics recommended. The course is an intensive study of the government of the United States.

History 101. Oriental and Greek Civilization. Credit 2.5 hours. Fall and summer terms.

Prerequisite: History 1. This course is a close survey of the culture of ancient Egypt, Babylonia, Assyria, and Greece. Special emphasis is placed upon art (architecture, sculpture, and painting), religion, literature, philosophy, education, and society of the ancients.

History 102. Roman Civilization. Credit 2.5 hours. Winter term.

Prerequisite: History 2. This course is a detailed survey of Roman culture. Special emphasis is placed upon architecture, religion, literature, education, philosophy, and society of the Romans.

History 103. Recent European History. Credit 2.5 hours. Summer term.

Prerequisite: European History 5, 6, 7. The course is a survey of modern European problems with intensive criticism of political, economic and social forces which led to the World War. A brief consideration is given to the war itself and to the new map of Europe.

History 154. History of the West. Credit 2.5 hours. Fall term.

Prerequisite: American History 52, 53, 54. This course will deal with the most significant phases of the westward movement of the American people from the time of the launching of our government to the

latter part of the nineteenth century. The economic, social and political contributions to American Democracy by the West in each successive stage of expansion will be emphasized.

History 155. Diplomatic History of the United States. Credit 2.5 hours. Summer term.

Prerequisite: American History 52, 53, 54. The course is a brief survey of the diplomatic history of the United States, from the formation of the government to the present day.

History 156. Recent American History. Credit 2.5 hours. Spring and summer terms.

Prerequisite: American History 52, 53, 54. The course is an intensive study of the last twenty-five years in American history. Emphasis is placed upon the great problems of the United States and upon the position of the United States as a world power.

History 157. English Government. Credit 2.5 hours. Summer term.

Prerequisite: English History 51 and 52. The course is a study of the actual working of the English government with reference to its theory and history.

History 158. History of Latin America. Credit 2.5 hours. Summer term.

Prerequisite: American History 52, 53, 54. The course will include the following topics: the physical make up and native races of Latin America, Spanish and Portuguese European background, the exploration and colonization of Latin America, a study of the colonial period, wars of independence and the subsequent struggle for stability, the present political, industrial, economic, social and international outlook.

The Teaching of High School History. See Education 106.

DEPARTMENT OF SOCIOLOGY AND ECONOMICS

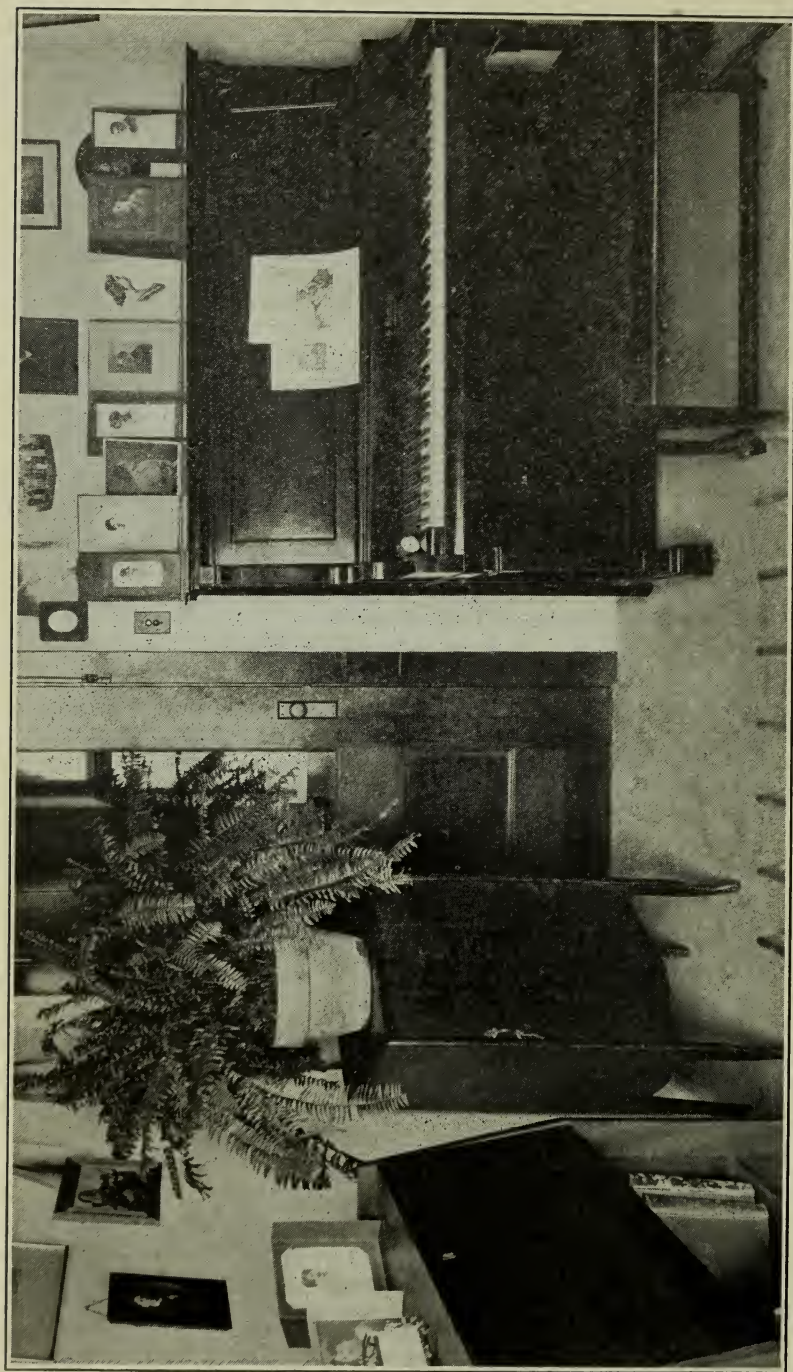
Sociology 57. Principles of Sociology. Credit 2.5 hours. Fall, spring and summer terms.

An analysis is made of the nature and operation of the chief laws underlying social relations in general. The student is acquainted with the nature and importance of the leading problems of the social order.

Sociology 58. Rural Sociology. Credit 2.5 hours. Winter term.

Prerequisite: Principles of Sociology. The aim of the course is to prepare the student for constructive rural leadership. It differentiates rural and urban communities and analyzes the influences producing this differentiation. A critical study is made of rural life and rural social institutions.

Economics 59. Principles of Economics. Credit 2.5 hours. Fall and summer terms.



VOICE STUDIO

Attention is given to the chief laws and principles underlying economic endeavor both in their individual and their social import. Topics included are the elements of value and price, usance and rent, human services and wages, time value and interest, enterprise and profit, dynamic changes in economic society.

Economics 60. Rural Economics. Credit 2.5 hours. Spring term.

Prerequisite: Principles of Economics. This course applies the fundamental principles of economics to the industry of agriculture. The factors of production and the methods of distribution in the industry of agriculture are analyzed. The vital relation of agriculture to other industries is pointed out.

Economics 61. Economic History of the United States. Credit 2.5 hours. Winter term.

Prerequisites: Principles of Economics and 2.5 hours in American History. This course traces the economic development of the United States from the earliest colonial times to the present. The relation of our economic development to our social and political history is studied.

Sociology 109. Social Problems. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Principles of Sociology. The course is a detailed study of certain important social problems; the population problem; the proposed changes in the legal, political and social status of women; marriage and divorce; immigration; the Negro problem.

Economics 110. Public Charities and Corrections. Credit 2.5 hours. Offered on demand.

Prerequisite: Principles of Sociology. A study is made of the factors contributing to poverty and crime in modern society. In the last half of the course attention is given to the modern methods of public welfare work and of protection against crime.

Economics 111. Economic Problems. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Principles of Economics. The course deals with several of the more important economic problems of the present day. The following topics are considered: natural resources; money and banking; insurance; tariff; taxation; the wage system; industrial organization.

Economics 152. Transportation. Credit 2.5 hours. Offered on demand.

Prerequisite: Principles of Economics. Attention is given in this course to the problems of railway transportation in the United States. Methods of railway finance, problems of rates, plans of operation and methods of control are considered. Some attention is given also to the problems of canal and ocean traffic in their relation to railway transportation.

Economics 153. Economic History of Europe. Credit 2.5 hours. Offered on demand.

Prerequisites: Principles of Economics and 2.5 hours Modern European History. This course deals chiefly with the economic development of modern Europe though some attention is given to the economic system of Mediaeval Europe as a background for later development. Special emphasis is placed upon the great industrial revolution and its far-reaching effects.

Economics 154. Rural Organization and Marketing. Credit 2.5 hours. Offered on demand.

Prerequisites: Principles of Economics, Rural Economics. This course deals with the nature and functions of farmers' organizations in connection with the local and terminal distribution of farm products, price fixation, and government control in marketing.

DEPARTMENT OF MATHEMATICS

Mathematics 1. General Mathematics. Credit 2.5 hours. Fall, spring and summer terms.

Prerequisites: Elementary algebra and plane geometry. The course is designed for teachers preparing to teach in the grades. A study is made of those topics which are ordinarily given in college courses and which illuminate the field of arithmetic and the general mathematics of the upper grades. Students offering five hours of college mathematics are advised not to take the course.

Mathematics 2. Solid Geometry. Credit 2.5 hours. Fall, spring and summer terms.

Prerequisites: Elementary algebra and plane geometry. Attention is given to the development of space concepts and to the measurement of surfaces and solids. The course is open only to students who have not studied solid geometry in the high school.

Mathematics 3. Plane Trigonometry. Credit 2.5 hours. Winter, spring and summer terms.

Prerequisite: Elementary algebra and plane geometry. The course includes the solution of the right and oblique triangle, reduction and transformation of trigonometric expressions, and practical applications. The course is open only to students who have not studied trigonometry in the high school.

Mathematics 4. College Algebra. Credit 2.5 hours. Fall and summer terms.

Prerequisites: Elementary algebra and plane geometry. The course is planned for students who have had a high school course in algebra and who wish to review and organize the subject matter either with a view of teaching the subject or as a preparation for more work in mathematics. It includes a rapid review of elementary algebra, graphical representation, progressions, binomial theorem, logarithms and the theory of equations.

Mathematics 5. Plane Surveying. Credit 2.5 hours. Fall, spring and summer terms.

Prerequisite: Plane trigonometry. This is an elementary course in surveying. Field work with compass, transit, and level is required.

The Teaching of Arithmetic. See Education 25.

Mathematics 101. Analytic Geometry. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Mathematics 2, 3 and 4. The course includes a study of the straight line, circle, transcendental curves and equations, polar co-ordinates, functions and graphs, transformation of co-ordinates, and a discussion of the general quadratic equation.

Mathematics 102. Analytic Geometry. Credit 2.5 hours. Spring and summer terms.

Prerequisite: Mathematics 101. The course includes a detailed study of the parabola, ellipse, hyperbola, tangents to curves, parametric equations and loci, and the elements of solid analytic geometry.

The Teaching of High School Mathematics. See Education 109.

Mathematics 104. Advanced College Algebra. Credit 2.5 hours. Offered on demand.

Prerequisite: College algebra, trigonometry, and preferably analytic geometry. The course includes theory of limits, undetermined coefficients, series, determinants, and the theory of algebraic equations.

Mathematics 105. Differential Calculus. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Mathematics 101 and preferably 102. Mathematics 105 may be taken simultaneously with 102. It is an introductory course which includes the development of the notion of derivative, drill in differentiation, and application of the derivative notion to maximum and minimum values of functions, tangents to curves, rates and velocities, and the solution of algebraic equations.

Mathematics 106. Integral Calculus. Credit 2.5 hours. Winter and summer terms.

Prerequisite: Mathematics 105. The course is an elementary one which includes the development of the notion of integration and its application to problems of geometry, mechanics and physics.

Mathematics 157. Advanced Calculus. Credit 2.5 hours. Summer term.

Prerequisite: Mathematics 105 and 106. The course includes selected topics from the differential and integral calculus which require more extensive treatment than is given in 105 and 106.

Mathematics 158. History of Mathematics. Credit 2.5 hours. Winter and summer terms.

The course gives a general view of the development of the elementary branches of mathematics. It is recommended for all students who are specializing in mathematics.

Mathematics 159. Theory of Equations. Credit 2.5 hours.

Prerequisite: Mathematics 105 and 106. This course includes a study of the fundamental properties of algebraic equations, their transformation and the approximate determination of their roots.

Mathematics 160. Theory of Equations. Credit 2.5 hours.

Prerequisite: Mathematics 159. Symmetric functions, substitutions, groups, the Galois theory, cyclic equations are studied.

DEPARTMENT OF SCIENCE

Biological Science.

Science 1. Biology. Credit 2.5 hours. Every term.

The work includes a study of plants and animals in relation to environment, growth, and nutrition, economic importance, heredity, plant and animal improvement and characteristics which make plants and animals beneficial or harmful; physiology and hygiene of the human body; experiments, field trips, studies designed to make the work practical, to give appreciation of nature, to develop power in observing and thinking, and to make a background for nature study.

Science 2. Botany. Credit 2.5 hours. Fall and spring terms.

The course includes mainly a study of the spermatophytes or seed plants, their structure and physiology, plant ecology and economic botany, laboratory studies of seeds, roots, stems, buds, leaves, flowers, and fruit, and experiments to illustrate many of the main principles of plant physiology and to show how to make a practical application of the principles of plant life.

Science 3. Botany. Credit 2.5 hours. Winter and summer terms.

The course includes a study of the cryptogams, laboratory studies of one or more types of each class, and a study of the principles of plant morphology, development and classification.

Science 4. Zoology. Credit 2.5 hours. Fall and spring terms.

The course includes the study of the lower forms of life. The classes and phyla are first developed by a careful laboratory study of an important type of each. The work is followed by a general study of representative forms.

Science 5. Zoology. Credit 2.5 hours. Winter and summer terms.

The course is a study of insects and vertebrates. It includes laboratory investigation of important types and general discussion of representative forms. A study of the living animal is made with regard to habits, habitat, environment, and economic importance.

Science 6. Nature Study. Credit 2.5 hours. Fall term.

The course is intended to give the general knowledge of nature which is needed by teachers in the lower grades. Science 6 cannot be

approved as science work except in the curricula for lower grade teachers.

Science 7. General Science. Credit 2.5 hours. Offered on demand.

The purpose of the course is to give such scientific content and organization as will prepare students to teach general science in the junior high school.

Science 58. Hygiene and Sanitation. Credit 2.5 hours. Offered on demand.

The course is a study of personal, rural, and school hygiene and sanitation, of modern conveniences for the home and the school, of school inspection, of physical defects and the mode of detecting them, and of retardation.

Science 59. Physiology. Credit 2.5 hours. Offered on demand.

The course covers the subject of physiology in a thorough manner. It is intended for advanced students who are specializing in science or who expect to complete a medical course.

Science 60. Bacteriology. Credit 2.5 hours. Spring and summer terms.

Attention is given to the methods of procedure in bacteriological work and a careful study is made of the most important forms of micro-organisms.

Science 61. Preventive Medicine. Credit 2.5 hours. Offered on demand.

This course includes a study of micro-organisms and their relation to disease, of infection and the spread of disease, of susceptibility and immunity, contagious diseases, disinfection, death rate and disease prevention.

Geography.

Science 26. Geographic Principles. Credit 2.5 hours. Every term.

The course deals with humanized physical geography. It has been planned for candidates for the 60-hour diploma who have not had physical geography in the high school. The topics selected are those which will help the student to interpret new environment and to teach well elementary geography.

Science 27. Commercial and Industrial Geography. Credit 2.5 hours. Every term.

Prerequisite: Physical Geography. A study is made of food supply, raw material, and manufactured products, the geographic control of industry and trade routes, the industrial development of the leading nations, and the resources and possibilities of the newer lands.

Science 28. Geology. Credit 2.5 hours. Offered on demand.

Prerequisite: Science 31 and Science 32; Chemistry. This course is recommended for agricultural students and is a prerequisite to Agri-

culture 162, Soils. It deals mainly with the history of the soils, the materials of which they have been formed and the agencies which have contributed to their formation and distribution. Special attention is given to soil forming rocks and minerals.

Science 126. Physiography. Credit 2.5 hours. Spring and summer terms.

The course is a study of the Solar system as to parts, origin and relations of earth movements, seasons, latitude and longitude, time, tides. It includes a geological treatment of the earth's crust, examination of rocks and minerals, mountain formation, vulcanism, stream erosion and glaciation. Field excursions, contour map studies and laboratory exercises are required.

Science 127. Physiography. Credit 2.5 hours. Summer term.

The course includes consideration of these topics: 1, the ocean with relation to man, tides, currents; 2, the properties of the earth's atmosphere, weather and climate as controlling factors and influences; 3, the geographic distribution of plants and animals.

Science 128. Geography of Europe. Credit 2.5 hours. Summer term.

A thorough study is made of a few of the leading nations with a brief consideration of a number of others. The library is used extensively. There are frequent assignments for brief papers and oral reports. The course is helpful to those majoring in history, to teachers of the upper grades, and to those who desire that knowledge of geography which contributes to general culture and to good citizenship.

Science 129. Geography of North America. Credit 2.5 hours. Spring term.

The same plan is followed as in Science 128. Most of the time will be devoted to an intensive study of the United States, but Canada and Mexico will receive attention.

Physical Sciences.

Science 31. Chemistry. Credit 2.5 hours. Fall and summer terms.

The course includes recitations and individual laboratory work on the common elements and their compounds. Chemical laws and theories are emphasized.

Science 32. Chemistry. Credit 2.5 hours. Winter and summer terms.

The course is a continuation of Science 31. It includes a study of carbon and its compounds and of metals from standpoint of periodic classification, of uses of metals, and of group separation.

Science 70. Qualitative Analysis. Credit 2.5 hours. Offered on demand.

Prerequisite: Science 32. This is a course devoted to the study of fundamentals involved in qualitative analysis. A thorough review of acid and basic radicals is given. The major portion of the course is

laboratory work, and is given to a systematic separation and detection of metals and acids.

Science 71. Quantitative Analysis. Credit 2.5 hours. Offered on demand.

Prerequisite: Science 70. This course is planned to give the student the theory and practice of quantitative analysis. It consists of lectures and experiments. The determinations are carefully planned and deal with both gravimetric and volumetric determinations.

Science 132. Organic Chemistry. Credit 2.5 hours. Offered on demand.

Prerequisite: Science 70. This course gives a general survey of organic chemistry. It consists of lectures, recitations, and laboratory work. It is planned primarily for pre-medical students and those preparing to teach home economics or agriculture.

Science 133. Industrial Chemistry. Credit 2.5 hours. Spring and summer terms.

Prerequisite: Science 132. The course is designed for teachers preparing to teach household arts in high school and for agricultural students requiring more chemistry than is given in Science 31 and 32. In addition to a general review of chemical law and theory and of the more common elements a study is made of chemistry as applied to the home, food, water, soils, soaps and dyes.

Science 134. Agricultural Chemistry. Credit 2.5 hours. Offered on demand.

Prerequisite: Science 34. This course deals with the quantitative analysis of human foods, soils, animal feeds and commercial fertilizers.

Science 101. College Physics. Credit 2.5 hours. Fall and summer terms.

Prerequisite: Elementary Physics. The course is designed for those intending to teach physics in the high school. It treats mechanics of solids and liquids and the properties of matter. It includes recitations and individual laboratory work. It may be taken with advantage by students requiring pre-medical or pre-engineering courses.

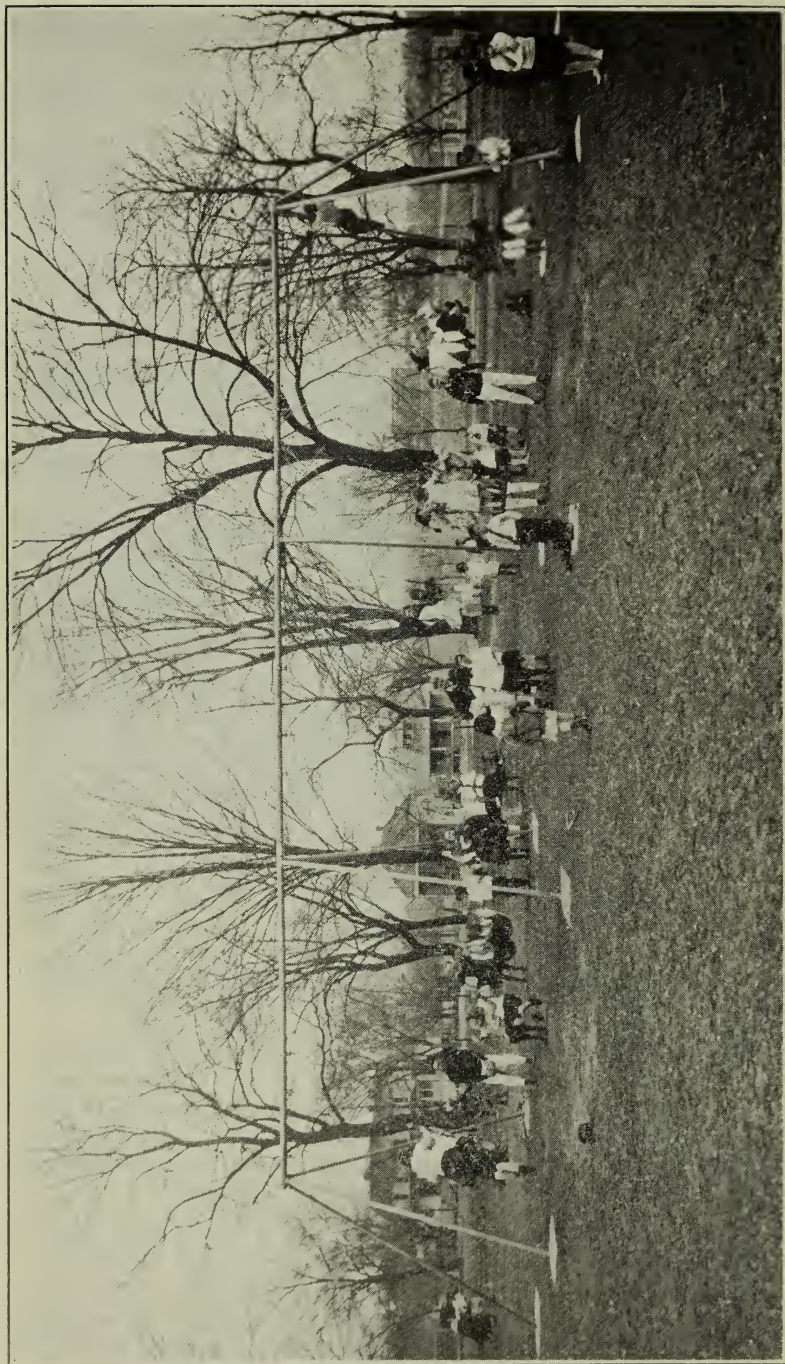
Science 102. College Physics. Credit 2.5 hours. Winter term.

The course is a continuation of Science 101. It treats the subjects of magnetism, static electricity, the electric current, dynamo, motor, X-Ray, wireless, and modern theories of electricity. It may be taken with advantage by students requiring pre-medical or pre-engineering course.

Science 103. College Physics. Credit 2.5 hours. Spring and summer terms.

The course is a continuation of Science 101 and Science 102. It treats the subjects of heat, sound and light. It may be taken with advantage by students requiring pre-medical or pre-engineering courses.

The Teaching of High School Science. See Education 114.



PLAY GROUND ACTIVITIES, STATE TEACHERS COLLEGE PLAY GROUND

DIVISION OF PHYSICAL EDUCATION

Physical Training 1. Credit 1.25 hours. Every term.

The work includes marching, calisthenics, gymnastic dances, and games.

Physical Training 2. Credit 1.25 hours. Every term.

The work includes marching, calisthenics, folk dances, rhythmic dancing, dumb-bells, bar bells, horse, bounce board, and games.

Physical Training 3. Credit 1.25 hours. Every term.

The work includes marching, calisthenics, Swedish gymnastics, folk dances, rhythmic dancing, Indian clubs, parallel bars, flying rings, traveling rings, elementary tumbling and games.

Physical Training 4. Credit 1.25 hours. Every term.

Prerequisite: Physical Training 1 and 2. The work includes tennis, fencing, advanced rhythmic dancing, field hockey, cricket, boxing, wrestling, advanced apparatus work and tumbling.

The Teaching of Plays and Games (Women). See Education 110.

The Teaching of Plays and Games (Men). See Education 111.

Physical Training 5. Plays and Recreation. Credit 2.5 hours. Fall and spring terms.

The course is designed to help kindergarten and primary teachers. It includes every form of plays and games enjoyed by young children. Attention is given to the physical values and physical effects of different kinds of recreation.

DIVISION OF FINE ARTS

Art 1. Credit 1.25 hours. Fall term.

The course is intended for primary teachers. It includes problems in all divisions of public school art for classes in primary grades. The media used are crayola, water color, chalk and paper. Picture study for art appreciation is begun. Outside work is required.

Art 2. Credit 1.25 hours. Winter term.

The course is intended for intermediate teachers. It is a continuation of Art 1. The problems are those of the intermediate grades. The media used are crayola, water color, chalk and paper. Picture study is continued. Outside work is required.

Art 3. Credit 1.25 hours. Spring term.

The course is a continuation of Art 1 and Art 2. It is intended for grammar grade teachers. It deals with public school art problems suitable in character and technique to older pupils. It makes use of all media suitable to these grades. Picture study is continued. Outside work is required.

Art 21. Crayola. Beginners' Course. Credit—dependent on classification of student. Fall term.

The work is free hand drawing with pencil and crayola. It includes elements of botanical and still life representation, pictorial composition, design, illustration, block lettering, simple posters.

Art 22. Beginning Water Color. Credit—dependent on classification of student. Winter term.

The work includes drawing and painting from nature and still life subjects, elementary design, pictorial composition; realistic and decorative treatment; study of Roman letters; elementary color study; beginning perspective.

Art 23. Advanced Water Color. Credit 2.5 hours. Spring term.

Prerequisite: Art 22. Intensive work is given in design and in decorative treatment of abstract, natural and still life forms. The course includes color theory, perspective, and study of old English letter.

Art 31. Instrumental Drawing. Credit—dependent on classification of student. Fall term.

The purpose of the course is to give skill in use of mechanical drawing equipment.

Art 32. Mechanical Drawing. Credit—dependent on classification of student. Winter term.

The course is a study of fundamental mechanical drawing problems.

Art 33. Advanced Mechanical Drawing. Credit—dependent on classification of student. Spring term.

Art 34. Agricultural Mechanical Drawing. Credit 2.5 hours. Every term.

This course is designed to prepare students for farm shop work. It includes the use of instruments, a study of working drawings of farm implements and buildings, tracing and blue printing. Readings are required in drawing and farm shop work.

Art 41. History of Art. Credit 2.5 hours. Fall term.

Collateral reading and outside work are required.

Art 42. Costume Design. Credit 2.5 hours. Winter term.

Prerequisite: Art 22 and 23. The course deals with the study and sketching of costumes with regard to mass, rhythm of line and color harmony in dress.

Art 43. Interior Decoration. Credit 2.5 hours. Spring term.

Prerequisite: Art 22 and 23. The work includes a study of the house problem as background for interior decoration, sketching of interiors, working out harmonious color schemes in house furnishings, rugs, and hangings.

Art 51. Course in Special Art Problems. Credit 2.5 hours. Summer term.

Prerequisite: Art 22 and 23. The course is intended for advanced students majoring in Art.

Art 52. Oil. Credit 2.5 hours. Summer term.

Prerequisite: Art 22 and 23.

Art 53. Pen and Pencil Drawing. Credit 2.5 hours. Summer term. A study is made of advanced letter problems.

DIVISION OF INDUSTRIAL ARTS

Handwork.

Industrial Art 1. General Handwork. Credit 1.25 hours. Every term.

The course is introductory to the general subject of handwork. It is designed to give to every teacher specializing in primary or kindergarten teaching some acquaintance with the different materials that may be used in primary manual work, and with the mode of relating manual work to reading, story, numbers and geography.

Industrial Art 2. Primary Handwork: Paper Cutting and Cardboard Construction. Credit 1.25 hours. Winter and summer terms.

The course deals with problems of the first three grades and includes exercises in free hand cutting, folding, constructing, decorating and weaving with paper. The purpose is to relate the fundamental processes of home and industrial life to the dominant interests of the child through the exercise of his constructive instincts and through organized play. Special emphasis is placed upon the correlation of handwork with all primary subject matter.

Industrial Art 3. Primary Handwork: Clay Modeling and Sand Table Work. Credit 1.25 hours. Spring term.

Models from clay, paper and wood are constructed to illustrate geography, history, nature study and story telling. Attention is given to illustrating these subjects on the sand table. The course includes working out in clay of simple objects in the round, in relief work and pottery.

Industrial Art 4. Primary Handwork: Weaving. Credit 1.25 hours. Winter and summer terms.

The course includes weaving with yarn, carpet rags and raffia, and the construction and use of cardboard and wooden looms.

Industrial Art 5. Handwork for Intermediate Grades. Credit 1.25 hours. Fall, spring and summer terms.

The course deals with problems in construction for the fourth, fifth and sixth grades. It includes problems in paper and cardboard con-

struction, booklet making, stencils, lettering and applied designs. Emphasis is given to the use of handwork as an illustrative factor in teaching geography, arithmetic, history, literature and the industries; to technique and the organization of such forms of handwork as may be used successfully in regular class work.

Industrial Art 6. Handwork for Intermediate Grades: Basketry. Credit 1.25 hours. Winter and summer terms.

The course includes making of coiled mats and baskets from raffia, rice straw or matting, native grasses and material that can be obtained for the ordinary school room use. These are worked out in simple Indian and Japanese stitches.

Industrial Art 7. Picture Study for the Primary and Intermediate Grades. Credit 2.5 hours. Spring term.

The course emphasizes the twofold value of pictures in school for decoration and for illustration of studies. The aim is to familiarize the teacher with the most desirable picture material for children.

Industrial Art 8. Art Craft: Advanced Basketry. Credit 1.25 hours. Every term.

More emphasis is given to technique and the application of design, to sources of material and to the history of basketry.

Industrial Art 9. Leather Craft. Credit 1.25 hours. Offered on demand.

The work includes processes of cutting, tooling and staining leather and the working out of such problems as book or magazine covers, bags, card cases, desk sets and various projects suitable for leather.

Industrial Art 10. Metal Craft. Credit 1.25 hours. Offered on demand.

The work includes the processes of hammering, annealing, etching, riveting and soldering; in jewelry, setting of stones and enameling, making of chains and coloring.

Industrial Art 11. China Painting. Credit 1.25 hours. Summer term.

The course is a study and application of simple conventional designs to flat and rounding surfaces suitable for table use.

Industrial Art 12. China Painting. Credit 1.25 hours. Summer term.

The work is a continuation of Industrial Art 11. More difficult designs are used.

Manual Training.

Manual Training 21. Bench Work. Credit 2.5 hours. Offered on demand.

The work consists of elementary tool processes, as sawing, planing, boring, and finishing. Beginning working drawings, and the making of

pieces involving end to end, dowel, miter, and simple joints are worked out. The outfitting of some one room in the house is begun.

Manual Training 22. Cabinet Making. Credit 2.5 hours. Offered on demand.

The course includes working drawings for furniture and the execution of the pattern carried out in wood; reports on various phases of woodwork, use of manual training magazines, and of library books on woodwork.

Manual Training 23. Cabinet Making and Shop Problems. Credit 2.5 hours. Offered on demand.

The course includes a study of hard and soft wood; equipment of wood working shop for school purposes, the planning of a course of study for boys below high school. Cabinet making is continued or some special phase of wood work such as that needed by agricultural students is taken up.

Manual Training 24. Farm Shop. Credit 2.5 hours. Fall term.

Prerequisite: Mechanical Drawing. The course has to do with the planning, making and repairing of the equipment of the farm and farm home; farm machinery, its care, adjustment and repair.

Manual Training 125. Automobile Mechanics. Credit 2.5 hours. Winter term.

Prerequisite: Physics. A practical study is made of the construction, operation and care of automobiles, trucks, tractors and gas engines. Special attention is given to systems of carburetion and ignition used on modern automobile engines, and practical work is given in locating troubles on actual cars, trucks, tractors and stationery gas engines.

DIVISION OF LIBRARIES

Library Science 1. Elementary Course. Credit 2.5 hours. Every term.

A study is made of the use of the catalog and reference books, of a simple charging system, of the care and mending of books, of the source and cost of supplies.

Library Science 2. Laboratory Course. Credit 2.5 hours. Every term.

A study is made of the general principles involved in cataloging and classification of reference books, of problems in ordering and preparing books for the shelves.

Library Science 3. Laboratory Course. Credit 2.5 hours. Every term.

The work is a continuation of Library Science 2.

Library Science 4. Laboratory Course. Credit 2.5 hours. Every term.

The work is a continuation of Library Science 3.

DIVISION OF PUBLIC SPEAKING AND EXPRESSION

Expression 26. Voice Training. Credit 2.5 hours. Winter, spring and summer terms.

The course is designed to develop a pleasing, well-modulated voice with sufficient power for the needs of the teacher; a definite knowledge of the use of diacritical marks in pronunciation; and distinctness of utterance. To these ends vocal and articulatory exercises are given, and practice in pronunciation is provided. In connection with voice training, individual lessons are given in deep breathing and tone placement. Voice training is continued and tested through oral reading.

Expression 51. Appreciation. Credit 1.25 hours. Fall and spring terms.

The general principles of interpretation are presented through illustrative reading. Various types of literature for children and for adults, both in prose and poetry, are interpreted by the teacher. The aim of the course is to give a broad outlook on interpretation of the printed page and a general understanding of the principles involved. Students read aloud enough to show understanding of these principles.

Expression 52. Oral Reading. Credit 1.25 hours. Winter term.

The course offers an opportunity to the teacher of lower grades for study and practice in the oral interpretation of the literature of grades 3, 4, 5, and 6. The training in the course is helpful to any one who wants to improve his oral reading.

Expression 53. Oral Reading. Credit 1.25 hours. Summer term.

The course is parallel to Expression 51. It deals with the literature of grades 7 and 8 and of the high school.

Expression 54. Story Material and Story Telling. Credit 2.5 hours. Fall, winter, and summer terms.

The course is designed to give a general knowledge of the range of story material; to classify by types the various stories suitable to the lower grades; and to afford practice in the telling of stories.

Expression 101. Public Speaking. Credit 2.5 hours. Fall term.

The principles underlying the delivery of public address are studied, and opportunity is given the student to put these principles into practice. The addresses given by students are sometimes original and sometimes excerpts from the speeches of statesmen.

Expression 102. Public Speaking. Credit 2.5 hours. Spring term.

The course continues the work of Expression 101 with the addition of a study of parliamentary procedure.

Expression 151. Dramatic Interpretation. Credit 2.5 hours. Fall term.

Typical selections are studied in class. In addition, each student individually prepares assigned readings. A short play is produced.

Expression 152. Dramatic Interpretation. Credit 2.5 hours. Winter term.

The course is a continuation of Expression 151. The material used is similar in type but more difficult.

Expression 153. Dramatic Interpretation. Credit 2.5 hours. Summer term.

The work of Expression 151 and 152 is extended in the course. More individual work is done. When practicable, a play is prepared for public performance.

CONSERVATORY OF MUSIC

The Teachers College Conservatory of Music is the largest in this section of the country. No additional fees are charged for courses in public school music. Private lessons are to be had for the minimum cost consistent with high standards of work.

Springfield affords many opportunities for hearing the world's great artists. The Springfield Musical Club and the State Teachers College have brought to Springfield the following artists this year:

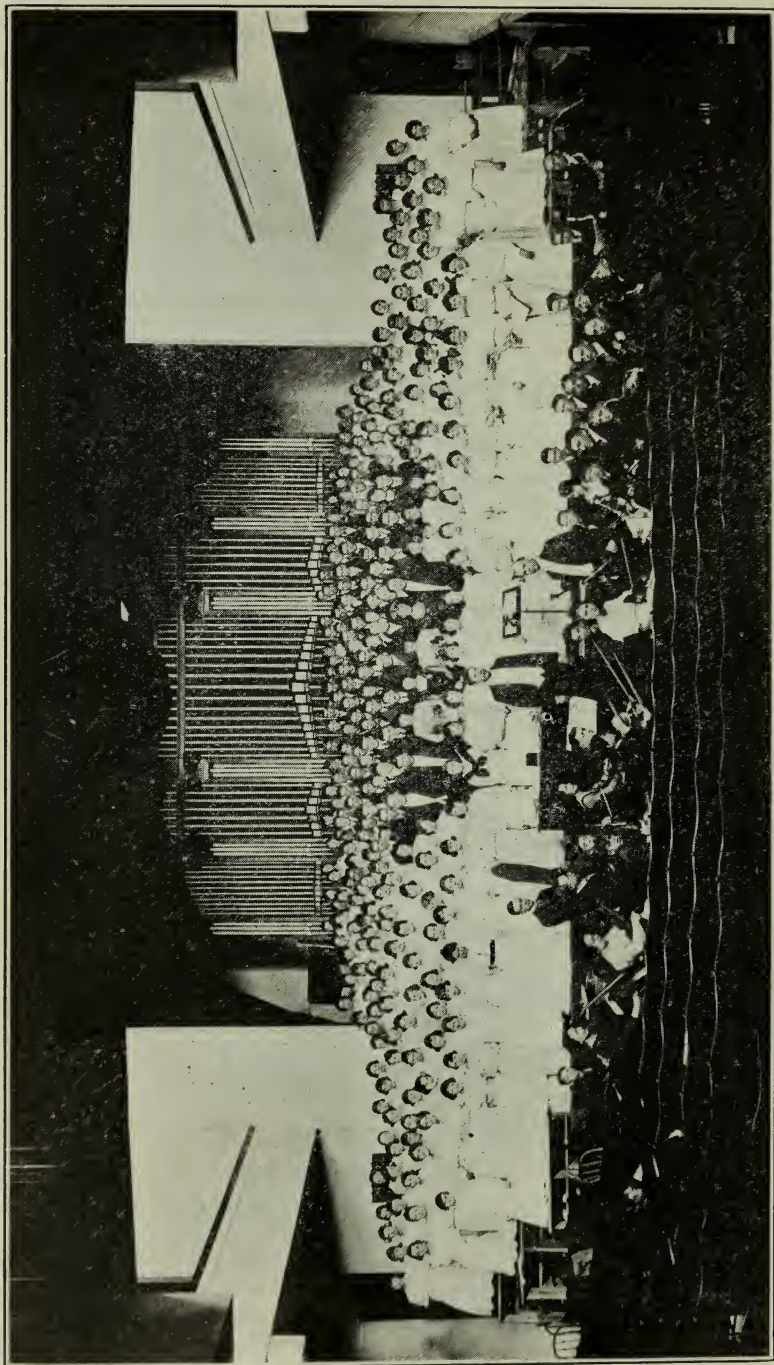
December 8—Rudolph Ganz, Pianist.
December 8—Carolina Lazzari, Contralto.
December 12—Madam Schuman-Heink, Contralto.
December 12—Frank LaForge, Pianist.
February 4—Flonzaley String Quartette.
February 16—Lambert Murphy, Tenor.
April 10—Madam Amelita Galli-Curci, Soprano.
Week of June 23—Percy Hemus, Tenor.
Week of June 23—Cortese Brothers, Harpists.
Week of June 23—Chicago Light Opera Company.

Practice, competition, public group recitals, and individual recitals, are given, and a choral club, glee clubs, and many splendid choirs in the city where good voices may be placed, afford experience in ensemble singing. Students also have access to literary societies, athletics, Y. M. C. A., Y. W. C. A., and all other student activities in the College.

Public School Music.

Music 1. Credit 1.25 hours. Every term.

The different tonal and rhythmic problems found in the study of music are taken up in a progressive order. The course includes song interpretation, voice work, sight singing, ear training and dictation, the study of clefs, construction of major and minor scales, and notation of the chromatic scale with each key signature, the purpose being to obtain as thorough a knowledge of the rudiments of music as is possible in a one term course. Special attention is given to the development of rhythmic feeling, to the selection, interpretation and presentation of



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rote songs suitable for kindergarten and primary grades, and to the study of the various steps in the musical development of the child up to the reading of simple songs.

Music 2. Credit 1.25 hours. Every term.

The different tonal and rhythmic problems found in the study of music are taken up in a progressive order. The course includes song interpretation, voice work, sight singing, ear training and dictation, the study of clefs, construction of major and minor scales, and notation of the chromatic scale with each key signature. A detailed study is made of the subject matter for the third, fourth, and fifth, or intermediate grades, and of the methods of presenting it.

Music 3. Credit 1.25 hours. Every term.

The different tonal and rhythmic problems found in the study of music are taken up in a progressive order. The course includes song interpretation, voice work, sight singing, ear training and dictation, the study of clefs, construction of major and minor scales, and notation of the chromatic scale with each key signature. A detailed study is made of music taught in the sixth, seventh, and eighth grades; it includes formal studies of tone, chord and key relationships, elements of harmony, melody writing, elements of form.

Music 4. Credit 1.25 hours. Every term.

The course is a special course for teachers of rural schools. Careful study is given to the selection of suitable rote songs and other material, and to the presentation thereof to a group of children from several different grades. Attention is given to the organization of community choruses.

Music 5. Credit 1.25 hours. Every term.

Prerequisite: Music 1, 2, 3 or 4. The course consists of advanced work in sight-singing and a continuation of the work begun in Music 1.

Music 6. Credit 2.5 hours. Fall and spring terms.

The course includes song material for high schools, sight singing, and elementary harmony.

The Teaching of Music in the Grades. See Education 30.

Music 7. Chorus. Credit 1.25 hours. Fall and winter terms.

The course is a series of lessons in the technical and interpretative elements of choral music. Such works as Gaul's *Joan of Arc*, and Hofman's *Melusina* are studied and given in public. A glee club is provided for young men and one for young women.

Music 8. Musical Appreciation and Musical History. Credit 1.25 hours. Every term.

Music 9. Musical Appreciation and Musical History. Credit 2.5 hours. Offered on demand.

The Teaching of Music in the High School. See Education 109.

Music 101. The Supervisor. Credit 2.5 hours. Offered on demand.

Prerequisite: Music 6, Education 30 and 109, and Music 123. Advanced work is given in the pedagogy of music and supervisor's problems. The completion of the course further demands the completion of the intermediate grade in piano and of the intermediate grade in voice, and the study of orchestral instruments including theoretical and practical work in the management and conduct of an orchestra.

Music 121. Harmony and Musical Dictation. Credit 2.5 hours. Offered on demand.

Prerequisites: Music 1, 2, 3, or 4.

Three days per week are given to harmony; two days to dictation. Subjects included are major and minor scales, tetra-chords and key-signatures, technical names of scale tones (tonic, dominant), study of intervals, triads of major key, cadences; dictation—rhythmic, melodic and harmonic.

Music 122. Harmony and Musical Dictation. Credit 2.5 hours. Offered on demand.

The work includes seventh chords, chords used as substitutes and extensions, minor key, dictation.

Music 123. Harmony and Musical Dictation. Credit 2.5 hours. Offered on demand.

The work includes secondary seventh chords, modulation, unrelated tones, dictation.

Music 124. Harmony and Musical Dictation. Credit 2.5 hours. Offered on demand.

The work includes counterpoint and dictation.

Course in Piano.

Piano 1. Preparatory Grade. Credit 5 hours. Every term.

Studies are selected from the following: Kohler, Op. 190, Op. 157 and Op. 242, Gurlitt, Op. 130, Lemoine, Op. 37, Duvernoy, Op. 120, easy pieces and sonatinas by Sidus, Lichner, Clementi, Kuhlau and others. Major scales are studied.

Piano 2. Intermediate Grade. Credit 7.5 hours. Every term.

The work includes Heller, Op. 47 and Op. 46, Loeschorn, Op. 66, Low octave studies, Beethoven's Bagatelles, easy sonatas by Haydn and Mozart, Cramer Etudes, Bach, Two Part Inventions, Czerny, Op. 299, pieces by Bendel, Kroeger, Grieg, Tschaikowsky, Schubert, Chopin and others; scales, major and minor; technical exercises with diminished and dominant seventh chords; triad arpeggios and broken chords.

Piano 3. Junior Grade. Credit 7.5 hours. Every term.

The work includes selections from Bach's English and French Suites; Clementi's Gradus ad Parnassum; Moscheles, Op. 70, Jensen, Op. 32 and Czerny, Op. 740; pieces by Chopin, Rubinstein, Schumann, Mac Dowell and others; scales; technical exercises by Philipp. A junior recital is given on the completion of this grade.

Piano 4. Senior Grade. Credit 10 hours. Every term.

Studies include Bach's Preludes and Fugues—selected; Henselt Op. 2; Beethoven Sonatas; Czerny, Op. 740; Kullak, Octave Studies; Chopin; Liszt; modern composers; technical exercises by Philipp. Graduates are required to complete four terms of harmony and two of musical history and appreciation.

Organ.

The pipe organ presents a great and profitable field of artistic endeavor. Students intending to begin their professional careers as teachers will find that a knowledge of organ playing often will be of assistance to them, especially in the smaller cities. The Teachers College possesses a fine pipe organ of two manuals and thirty stops, upon which instruction is given. The organ is used throughout the day for practice. Students should be well toward the close of the intermediate grade in piano before beginning work on the organ. The course in organ playing consists of "First Six Months at the Organ" Whiting, "Pedal Obligato Studies," Schneider, "Small Preludes and Fugues," Bach, hymn playing, graded pieces, classic and romantic.

Voice Culture.**Voice Culture 1. Preparatory Grade.** Credit 5 hours. Every term.

The work includes fundamental training in management of breath; voice placement and tone production; William Shakespeare; vocaleses, Behnke-Pearce, Concone; easy English songs, practice recitals.

Voice Culture 2. Intermediate Grade. Credit 7.5 hours. Every term.

The work includes vocaleses—Concone, Vaccai, Lutgen; musical history and biographies; songs in English; sight reading and choral work; public recitals.

Voice Culture 3. Junior Grade. Credit 7.5 hours. Every term.

The work includes vocaleses—Bonoldi, Panofka, Marchesi; study of classical musical literature and songs in Italian and French; public recitals. At the completion of this grade an individual recital is required.

Voice Culture 4. Senior Grade. Credit 10 hours. Every term.

Prerequisite for completion: three terms of French, elementary harmony, and piano to junior grade. The work includes advanced studies by Marchesi, Concone, Panofka, Lamperti; advanced songs in English, Italian, and French; history of opera and oratorio; songs from standard operas and oratorios.

Course in Violin.**Violin 1. Preparatory Grade.** Credit 5 hours. Every term.

Special attention is given to the fundamental principles of bowing and purity of tone. The work includes Schubert Violin School, Book One; easy solos.

Violin 2. Intermediate Grade. Credit 7.5 hours. Every term.

The work includes Schubert Violin School, Book Two, containing complete scales in all keys, duos by Kayser, Sitt, Dancla, and others;

light ensemble work; suitable solos in first position; intermediate orchestra rehearsal.

Violin 3. Junior Grade. Credit 7.5 hours. Every term.

The work includes Schubert Violin School, Book Three; principles of position playing, shifting, double stops and chords; solos in position work; Kayser, Elementary and Progressive Studies; Mazas, Book One, Schradieck, Scale Studies; string quartette, orchestra, and other ensemble work; recitals.

Violin 4. Senior Grade. Credit 10 hours. Every term.

The work includes Mazas, Book Two; Kreutzer, Forty Etudes and Caprices; Dancla, School of Mechanism; Domert, Double Stop and Chord Studies; principal violin literature, modern and old masters. All solos played in public are memorized. The student has the advantage of doing advanced orchestra work.

Orchestra and Bands.

Orchestra.

Individual instruction is given on all instruments in orchestra and band. Each organization meets twice a week for rehearsal. Opportunity is afforded to study choral works and opera given in conjunction with the Choral Club. Symphonic works are studied. An orchestra concert is given in assembly, at least once each school term. The orchestra plays for social occasions, receptions, teachers' conventions, indoor athletics. There are many opportunities for public appearance.

The attention of prospective music supervisors is called to the unique manner in which the tonal quality and appearance of instruments of the orchestra and band are presented to the students, through chart showing cut and playing position of instrument together with the history and description of each instrument and through record (Victor or other) giving tone quality of each instrument alone and combined with other instruments.

Band.

Band work embraces principal work for military band, from the national airs to some of the more difficult overtures. The band plays for athletic fetes and school outings.

Methods and studies used for the various band and orchestra instruments are as follows:

Piccolo, Altes; Flute, Altes; Oboe, Pares; Clarinet, Langinus, Lazarus, and Klose; Cornet, Clark, Arban, Langey; Horn, Pares; Trombone, Zimmerman and Pares; Tuba, Langey and Pares; Drum, Stone and Straight.

Requirements for Free Individual Lessons.

Students who observe the following stipulations are entitled to one free lesson a week:

1. They must major in music, with the intention of teaching music, and with the agreement to complete all the grades in the special type of music.
2. They must have completed the equivalent of two grades in instrumental music or the preparatory grade in voice culture.
3. They must be enrolled in the school for three consecutive terms at one time when the first lessons are taken.
4. They must carry at least two academic or pedagogic subjects requiring preparation, one of which must be English, and they must maintain a grade of M or more in all subjects. Specials and half term subjects do not count toward meeting this requirement.
5. They must be enrolled continuously in a public school music class.
6. They must have completed the equivalent of a two years' high school course. They must show credentials giving eight units in the usual high school subjects.
7. They must attend rehearsals and performances.
8. They must participate in music programs according to the directions of the music instructors.
9. They must practice daily the length of time designated by the teacher.
10. They must take one lesson each week, for which payment is made.

HIGH SCHOOL WORK

The Teachers College strongly recommends that all prospective students exhaust the high school facilities of their home community before coming to the Teachers College. However, it is recognized that many communities do not maintain four year high schools and that for this and other reasons many students must go elsewhere to do all or a portion of their high school work.

Recognizing this fact, the Teachers College maintains a high school department and will continue to offer a complete four-year high school course as indicated in the plan herewith set out. The course is planned to fit the needs of two classes of students:

1. Those who wish to take teacher-training work and receive the Rural Certificate at the end of the four year course.

2. Those who wish to complete the standard high school course before taking up their teacher-training work in college classes.

By the proper selection of elective work either purpose may be accomplished. Students from approved high schools of any class will be accorded the standing to which the work already done entitles them.

Those who take the Rural Certificate work must comply with the conditions set out by the State Superintendent of Public Schools as published elsewhere in this Bulletin. In planning the work, both required and elective, students should seek the advice of the proper members of the Teachers College faculty before making out a schedule.

HIGH SCHOOL COURSE OF STUDY

First Year

English I a
Algebra I a
Ancient History I a
Latin I a
Gen. Science I a

English I b
Algebra I b
Med. History I b
Latin I b
Gen. Science I b

English I c
Algebra I c
Latin I c
Gen. Science I c
Physiology I d

Second Year

English II a
Plane Geometry II a
Modern History II a
Latin II a
Agriculture II a
Expression II a

English II b
Plane Geometry II b
Modern History II b
Latin II b
Agriculture II b
Expression II b

English II c
Plane Geometry II c
Latin II c
Agriculture II c

Third Year

English III a
 Arithmetic III a
 Latin III a
 Beg. French III a
 Phys. Geography III a
 Domestic Art III a
 Bookkeeping III a
 School Management III a
 Education III b

English III b
 Solid Geometry III b
 Latin III b
 Beg. French III b
 Phys. Geography III b
 Domestic Art III b
 Bookkeeping III b
 Rural Life Problems III b
 Education III c

English III c
 Adv. Algebra III c
 Latin III c
 Beg. French III c
 Hygiene & Sanitation III c
 Business English III c
 Bookkeeping III c
 Psychology III c
 Education III d

Fourth Year

English IV a
 American History IV a
 Latin IV a
 French IV a
 Domestic Science IV a
 Bookkeeping IV a
 Physics IV a
 Trigonometry IV a
 Methods & Obs. IV a

English IV b
 American History IV b
 Latin IV b
 French IV b
 Domestic Science IV b
 Bookkeeping IV b
 Physics IV b
 Methods & Obs. IV b

English IV c
 American Government IV c
 Latin IV c
 French IV c
 Business Arithmetic IV c
 Bookkeeping IV c
 Physics IV c
 Methods & Obs. IV c

Requirements for Graduation

16 Units

Subject	For Academic Course	For Rural Certificate Course
English	3 units	3 units
Mathematics	2 units	2 units
		(Alg. 1 unit, Geom. 1 unit)
History	2 units	2 units
		(One of which must be Am. Hist. & Govt.)
Language	2 units	2 units
Science & Agri.	2 units	2 units
		(One of which must be Agriculture.)
Education		3 units*
Arts		1 unit
Elective	5 units	1 unit†

Work may be offered from the special divisions as follows:

Arts: 1. Fine Arts $\frac{1}{2}$ unit

2. Manual Arts $\frac{1}{2}$ unit

Music: 1 unit

Commerce: 1 to 3 units

1. Bookkeeping 1 unit

2. Typewriting and Shorthand 2 units

3. Writing $\frac{1}{3}$ unit

Fractions of units in Music, Arts, Bookkeeping, Shorthand, and Typewriting will not count toward graduation.

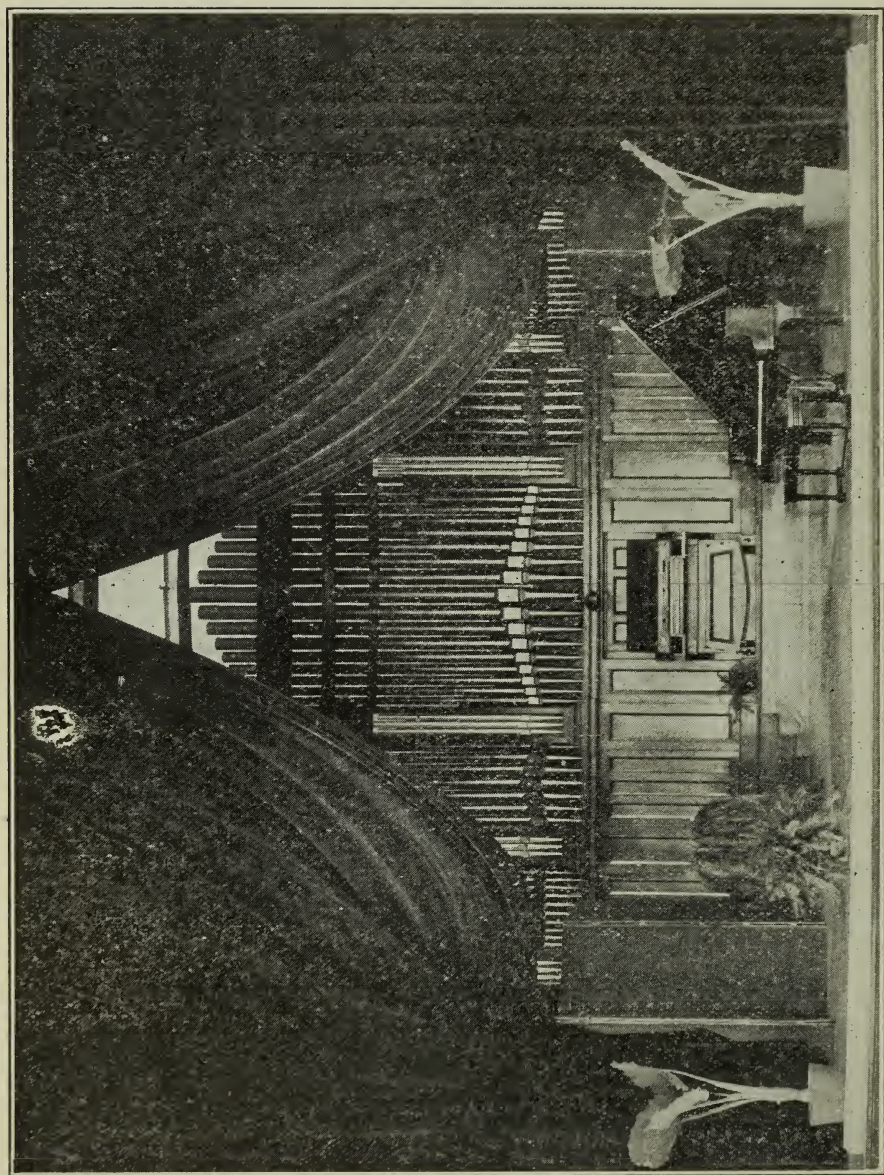
* The following professional work will be required:

(a) Subject matter of the common school branches with emphasis on method, one unit.

(b) Elementary psychology, one-third of one unit. Rural school problems, one-third of one unit. School management one-third of one unit.

(c) Methods and Observation, one unit.

† In addition, three elective courses among which farm accounts, bookkeeping, shorthand and typewriting, geography of commerce, general science, chemistry, domestic science, domestic art and physical education, are recommended.



AUDITORIUM STAGE

DEPARTMENT OF AGRICULTURE AND HOUSEHOLD ARTS.

Agriculture.

Agriculture II a. Soils and Plants. Credit $\frac{1}{3}$ unit. Fall and summer terms.

An elementary study is made of the origin of soils, soil fertility, fertilizers, soil management and the relation of soil to plant growth and development. There are three recitations and two laboratory exercises each week.

Agriculture II b. Farm Crops. Credit $\frac{1}{3}$ unit. Winter and summer terms.

The work includes a study of the principal farm crops including orchard and garden crops and a brief study of the diseases and insect pests of these crops and the means of their control. There are three recitations and two laboratory exercises each week.

Agriculture II c. Farm Animals. Credit $\frac{1}{3}$ unit. Spring and summer terms.

A study is made of the development, feeding and care of farm animals including an elementary study of the types and breeds of horses, cattle, sheep, swine and poultry. There are three recitations and two laboratory exercises each week.

Household Arts.

Domestic Science III a. Credit $\frac{1}{3}$ unit. Fall and spring terms.

The work includes consideration of kitchen sanitation and the study of utensils, stoves and fuels; the study and preparation of beverages, fruits, vegetables, cereals, milk and egg recipes.

Domestic Science III b. Credit $\frac{1}{3}$ unit. Winter and summer terms.

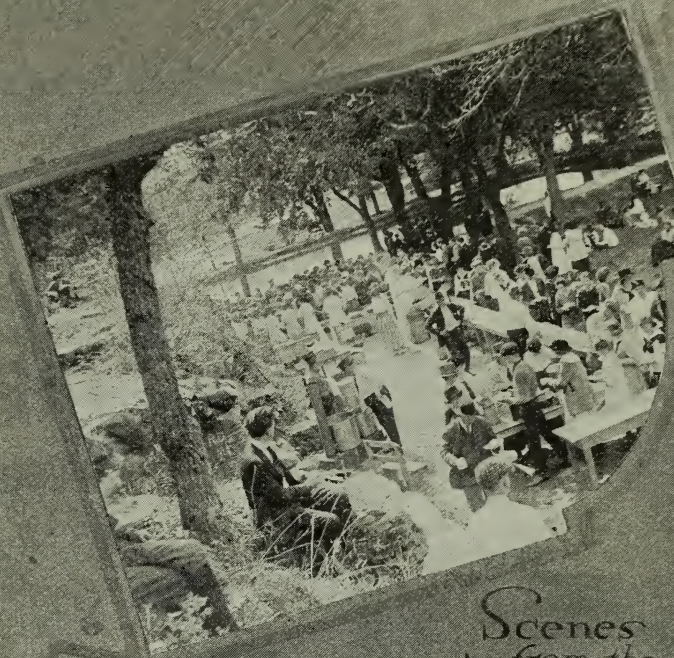
The work is a continuation of Domestic Science III a. It includes the study and preparation of meats, fish, cheese and gelatin dishes; the study of leavening agents including baking powder, soda, air and yeast in dough and batter mixtures.

Domestic Art IV a. Credit $\frac{1}{3}$ unit. Fall and spring terms.

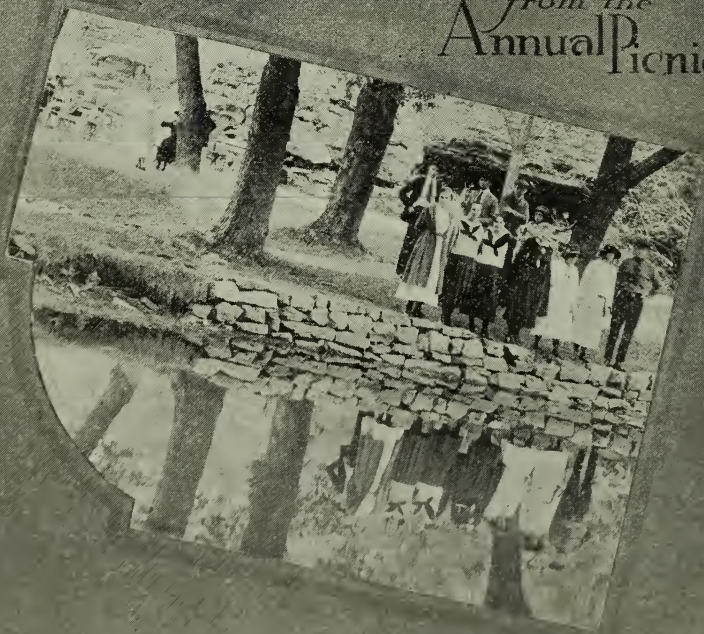
The work includes the principles of plain hand sewing; various kinds of seams, patching, darning, basting and hemming. Special consideration is given to correct position in sewing, to neatness and accuracy in work, and to the making of small useful articles.

Domestic Art IV b. Credit $\frac{1}{3}$ unit. Winter and summer terms.

The work is a continuation of Domestic Art IV a. It includes the study of button-hole making, crocheting, embroidering and knitting; the application of principles in the making of useful articles such as bags, aprons and towels.



Scenes
from the
Annual Picnic



DEPARTMENT OF COMMERCE

Business Arithmetic. See Mathematics—High School Courses, Business Arithmetic IV c.

Bookkeeping III a. Credit $\frac{1}{3}$ unit. Every term.

The object of the course is to give a series of systematic drills in elementary business practice. The individual laboratory method is used. The books employed are the journal, the cashbook, the purchase book, the sales book, the statement book, and the ledger.

Bookkeeping III b. Credit $\frac{1}{3}$ unit. Every term.

A variety of advanced business forms is illustrated and explained, and a new book of record, bill book, is introduced. The opening of a double entry set of books with the assets and liabilities of former proprietors is fully illustrated, and closing of the ledger by the means of journal entries. The books used are similar to those in the first term. The cashbook has more special columns.

Bookkeeping III c. Credit $\frac{1}{3}$ unit. Every term.

The object is to familiarize the student with the special column journal, the purchase book, the sales book, the special column cashbook, and the controlling account. Three ledgers are used, the general ledger, the sales ledger, and the purchase ledger. These are supplemented with ledger sheets for the purpose of classifying accounts, making balance sheets, and closing the ledger.

Bookkeeping IV a. Credit $\frac{1}{3}$ unit. Every term.

The set illustrates a general merchantile, jobbing, and commission business conducted as a corporation. A cash-journal is used and is a remarkable exhibit of up-to-date accounting methods. The work is supplemented with advanced ledger sheets for the purpose of more specialized classification of accounts.

Bookkeeping IV b. Credit $\frac{1}{3}$ unit. Every term.

The work is a study of banking and banking practice by the individual laboratory method. A modern advanced text is supplemented by the discussion of the various reports made by the local banks. Books used are the general ledger, the deposits' ledger, the general cashbook, collection register, collection tickler, discount register, discount tickler, remittance register, certificate of deposit book, cashier's check book and draft register.

Bookkeeping IV c. Credit $\frac{1}{3}$ unit. Every term.

The work is cost accounting, the most difficult of all bookkeeping work. The set requires a careful study of manufacturing methods and processes. Special books employed are the stores ledger, the stock ledger, the requisition journal, the voucher register, the finished goods journal, the stock deliveries journal, and the materials returned journal.

Business English. See English Department—High School Courses English III c.

DEPARTMENT OF EDUCATION

Education III a. School Management. Credit $\frac{1}{3}$ unit. Every term.

The course considers classroom management, classroom routine, daily program; the teacher and his duties, qualifications, relationships; school discipline and professional ethics.

Education III b. Elementary Psychology. Credit $\frac{1}{3}$ unit. Winter, spring and summer terms.

The course is required for the rural certificate. It emphasizes those phases of psychology related to the teaching process; instinctive biases, habit-formation, memory, affection, and the higher thought processes.

Education III c. Subject Matter and Method in English.

See English III c.

Education III d. Subject Matter and Method in Geography.

See Science III d.

Education III e. Subject Matter and Method in Arithmetic.

See Mathematics III a.

Education III f. "Rural Life Problems." Credit $\frac{1}{3}$ unit. Every term.

The course includes the evolution of the present rural community; characteristics of the several periods of development and the factors producing change; the institutions and agencies of rural betterment with due emphasis upon the rural home, the rural church and the rural school.

Education IV a. Methods and Observation. Credit $\frac{1}{3}$ unit. Fall, winter and summer terms.

Prerequisite: School management and psychology.

Principles are developed and applied to reading language and grammar.

The aim is to secure efficiency in teaching through the application of principles of method in the special subjects and through observation in the training school. The function and organization of subject-matter, motivation, method, correlation and alternation are topics considered.

Education IV b. Methods and Observation. Credit $\frac{1}{3}$ unit. Winter, spring and summer terms.

The course includes writing, arithmetic, agriculture, music and handicrafts.

Education IV c. Methods and Observation. Credit $\frac{1}{3}$ unit. Fall, spring and summer terms.

The course includes history and civics, geography and hygiene.

DEPARTMENT OF ENGLISH

English I a. Credit $\frac{1}{3}$ unit. Fall, spring and summer terms.

The course covers a broad range of easy reading. The purpose is to stimulate enjoyment of literature. The classics are varied in order to avoid duplicating any previous reading of the students who are enrolled. Among the classics sometimes read are the following: *The Christmas Carol*; *The Man Without a Country*; *The Perfect Tribute*; *Alhambra Stories*; the Troy myth and the chief Norse myths; *The Vision of Sir Launfal*; *Arabian Nights*; *Snow-Bound*; *Grandmother's Story of Bunker Hill Battle*; *The Cotter's Saturday Night*; *Treasure Island*; the book of *Esther*, and parts of the book of *Daniel*; Tennyson's *Sir Galahad*; *The Legend of Sleepy Hollow*; *Sohrab and Rustum*; Swift's *Voyage to Lilliput*. There is no written work except spelling, which is taught regularly and systematically.

English I b. Credit $\frac{1}{3}$ unit. Winter and summer terms.

A critical study is made of Butcher and Lang's translation of the *Odyssey*, *Westminster Abbey*, *The Merchant of Venice*, and *The Last of the Mohicans*. A novel or story is read each month. Weekly or bi-weekly themes are required. Dictation exercises are used to secure the formation of correct habits.

English I c. Credit $\frac{1}{3}$ unit. Spring and summer terms.

A study of the parts of speech and of sentence forms is made practical by emphasis on the ways of avoiding common errors in speech and writing.

English II a. Credit $\frac{1}{3}$ unit. Winter, spring and summer terms.

The course has a design similar to that of English I a. Among the classics read are: *Kidnapped*, *The Lays of Ancient Rome*, *The Talisman*, *The Tales of a Wayside Inn*, *The Gold Bug*, *The Rime of the Ancient Mariner*, the *Tale of Two Cities*. The work includes much oral composition and considerable memorizing. There is no written work except spelling, which is taught regularly and systematically.

English II b. Credit $\frac{1}{3}$ unit. Fall, spring and summer terms.

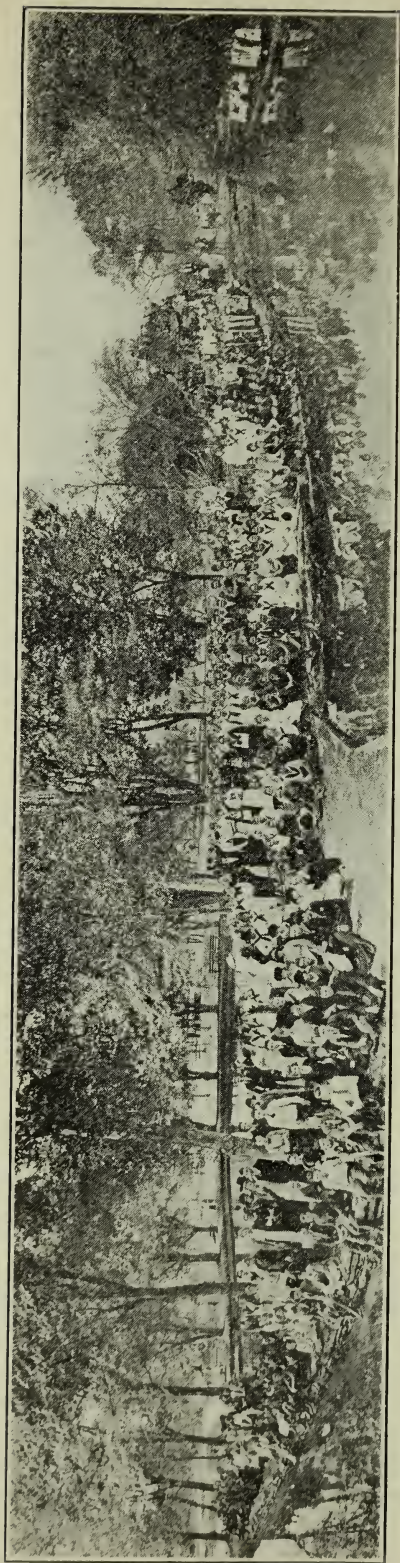
A critical study is made of the *Sir Roger De Coverley Papers* and *As You Like It*. About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes on subjects from life or literature are required.

English II c. Credit $\frac{1}{3}$ unit. Spring and summer terms.

A critical study is made of *Ivanhoe* and the *Bunker Hill Oration*. About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes are required.

English III a. Credit $\frac{1}{3}$ unit. Fall, spring and summer terms.

A critical study is made of *Silas Marner* and *Julius Caesar*. Considerable outside reading is done. About half of the time is given to rhetoric. Weekly or bi-weekly themes are required.



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English III b. Credit $\frac{1}{3}$ unit. Winter, spring and summer terms.

A critical study is made of Macaulay's *Essay on Johnson* and *The Lady of the Lake*. About half of the time is given to rhetoric. Weekly or bi-weekly themes are required.

English III c. Business English. Credit $\frac{1}{3}$ unit. Fall, spring, and summer terms.

The purpose of the course is to give drill in the principles of business English. Emphasis is placed on sentence structure, punctuation, and spelling. A well edited weekly is used for illustration and for study of present English usage. Letter writing, dictations, and short compositions, both oral and written, are required. The course serves the purpose of the course which was formerly called "Subject Matter and Method."

English IV a. Credit $\frac{1}{3}$ unit. Fall and summer terms.

The course is a study of the history of English literature to the Restoration period. A careful study is made of Chaucer's *Prologue*, Shakespeare's *Macbeth*, Milton's *L'Allegro* and *Il Penseroso*. Themes are required.

English IV b. Credit $\frac{1}{3}$ unit. Winter term.

The survey of the history of English literature is continued to the Victorian period. A study is made of the *Iliad* in Pope's translation, *The Vicar of Wakefield*, Carlyle's *Essay on Burns*. Themes are required.

English IV c. Credit $\frac{1}{3}$ unit. Spring term.

The survey of the history of English literature is continued to the present time. A study is made of Ruskin's *Sesame*. Tennyson's *Idylls of the King* and other selections from the writers of the period. Themes are required.

DEPARTMENT OF FOREIGN LANGUAGES

Latin Ia. Credit $\frac{1}{3}$ unit. Fall, spring and summer terms.

The course includes the study of grammar, the reading of easy Latin stories, and study of word derivation.

Latin Ib. Credit $\frac{1}{3}$ unit. Winter and summer terms.

For description of the course, see Latin Ia.

Latin Ic. Credit $\frac{1}{3}$ unit. Spring and summer terms.

For description of the course, see Latin Ia.

Latin II a. Credit $\frac{1}{3}$ unit. Fall and summer terms.

Two or three easy Latin plays are read. Caesar's campaign against the Belgians is studied.

Latin II b. Credit $\frac{1}{3}$ unit. Winter and summer terms.

The course includes the reading of selections from Caesar's Gallic War and a brief survey of Caesar's life and his military achievements.

Latin II c. Credit $\frac{1}{3}$ unit. Spring term.

For description of the course, see Latin II b.

Latin III a. Credit $\frac{1}{3}$ unit. Fall and summer terms.

The course is a study of selected orations of Cicero and of the period in which he lived. Attention is given to the syntax and the forms of the Latin language.

Latin III b. Credit $\frac{1}{3}$ unit. Winter and summer terms.

For description of the course see Latin III a.

Latin III c. Credit $\frac{1}{3}$ unit. Spring term.

The course is a continuation of Latin II a and II b and includes reading from Ovid.

Latin IV a. Vergil. Credit $\frac{1}{3}$ unit. Fall and summer terms.

The study of Vergil includes subject matter, form, prosody and syntax.

Latin IV. b. Vergil. Credit $\frac{1}{3}$ unit. Winter term.

For a description of the course, see Latin IV a.

Latin IV c. Vergil and Terence. Credit $\frac{1}{3}$ unit. Spring term.

The study of Vergil is continued and a play of Terence is read.

French III a. First Year French. Credit $\frac{1}{3}$ unit. Fall term.

In introducing the high school student to the study of French every effort is made to inculcate not only the formal principles but also the spirit of the language. The method of instruction is an application of the direct principle and, in harmony with that, throughout the course emphasis is placed upon the oral, not in order to teach French "conversation," but to awaken a feeling for the language as a medium of expression. Particular attention is paid to pronunciation, based on a study of practical phonetics. From the first, French is increasingly the language of the classroom. A systematic treatment of the simplest principles of the grammar is the foundation of the course.

French III b. First Year French. Credit $\frac{1}{3}$ unit. Winter term.

The course is a continuation of French III a with the addition of a simple reader which is made the basis of oral composition.

French III c. First Year French. Credit $\frac{1}{3}$ unit. Spring term.

The essentials of the grammar with the commonest irregular verbs are completed; the reading increases in difficulty and is made the basis of abundant oral drill. Pronunciation is still emphasized.

French IV a. Second Year French. Credit $\frac{1}{3}$ unit. Fall term.

The purpose of the course is to prepare the student to read French; accurately and rapidly, and to express himself simply and correctly in French. To this end a review of the grammar presented in French III is made and abundant practice is given in reading. Continued emphasis is placed on pronunciation. Attention is given to increasing the reading vocabulary, and drill on irregular verbs is continued.

French IV b. Second Year French. Credit $\frac{1}{3}$ unit. Winter term.

The course is a continuation of French IV a. Little or no translation is allowed and the student is early encouraged to do easy outside reading upon which reports are required.

French IV c. Second Year French. Credit $\frac{1}{3}$ unit. Spring term.

The same type of work is continued but more difficult reading is assigned. At the conclusion of this course students should enter French 121.

Spanish III a First Year Spanish. Credit $\frac{1}{3}$ unit. Fall term.

The essential forms and principles of the grammar are taught. Careful attention is given to pronunciation and to oral drill.

Spanish III b. First Year Spanish. Credit $\frac{1}{3}$ unit. Winter term.

This course continues Spanish III a.

Spanish III c. First Year Spanish. Credit $\frac{1}{3}$ unit. Spring term.

The essentials of the grammar are completed and a simple reader is introduced.

Spanish IV a Second Year Spanish. Credit $\frac{1}{3}$ unit. Fall term.

The use of the subjunctive and the irregular verbs are given especial drill. Easy reading material forms the basis of much oral composition as well as written reproductions.

Spanish IV b. Second Year Spanish. Credit $\frac{1}{3}$ unit. Winter term.

This course continues Spanish IV a.

Spanish IV c. Second Year Spanish. Credit $\frac{1}{3}$ unit. Spring term.

More difficult reading is done in class and easy outside reading begun.

DEPARTMENT OF HISTORY

History I a. Ancient European History. Credit $\frac{1}{3}$ unit. Fall term.

This course is a study of Oriental nations and Greece.

History I b. Ancient European History. Credit $\frac{1}{3}$ unit. Winter term.

This course is a study of the history of Rome, and of medieval civilization, with special emphasis upon the church, feudalism, and the rise of nationalities.

History I c. Ancient European History. Credit $\frac{1}{3}$ unit. Spring term.

This course is a survey of the later middle ages, with special emphasis placed upon the crusades, civilization and the reformation movement.

History I. Ancient European History. Credit $2/3$ unit. Summer term.

Open to mature students only. This course is equivalent to History I a, I b, and I c. It requires two hours recitation a day for the term.

History II a. Modern European History. Credit $1/3$ unit. Fall term.

Prerequisite: Ancient History I a, I b, I c. The course is a study of the significant developments in modern Europe during the seventeenth and eighteenth centuries.

History II b. Modern European History. Credit $1/3$ unit. Winter term.

Prerequisite: History II a. This course is a study of the Napoleonic era, the industrial revolution and the formation of the early nineteenth century political history.

History II c. Modern European History. Credit $1/3$ unit. Spring term.

Prerequisite: History II b. The course is a survey of latter part of the nineteenth century and the World War.

History II. Modern European History. Credit $2/3$ unit. Summer term.

Double course: This course is the equivalent of History II a, II b, II c, and is open to mature students only.

History IV a. American History and Government. Credit $1/3$ unit. Fall, winter and summer terms.

Prerequisite: II a and b, III a and b. The term is devoted to a study of the discovery, exploration and settlement of the new world, the separation of the colonies from England, the establishment of the new republic, and the development of national versus sectional interests in American politics up to the administration of Andrew Jackson.

History IV b. American History and Government. Credit $1/3$ unit. Winter, spring and summer terms.

Prerequisite: II a and b, III a and b, IV a. This course rounds out the story of our national history, social, political, industrial and commercial, from the Revolution to the present time.

History IV c. American History and Government. Credit $1/3$ unit. Fall, spring, winter and summer terms.

Prerequisite: All of high school history above. In this course both state and national governments are studied. The course includes the study of community civics, our state and national government.

DEPARTMENT OF MATHEMATICS

Mathematics I a. Algebra. Credit $1/3$ unit. Every term.

The fundamental operations and factoring are studied. The equation is introduced early and its importance emphasized throughout the course.

Mathematics I b. Algebra. Credit $\frac{1}{3}$ unit. Every term.

The course includes fractions, linear equations in one and two unknowns, graphs, and simpler quadratic equations.

Mathematics I c. Algebra. Credit $\frac{1}{3}$ unit. Every term.

Quadratic equations in one and two unknowns, graphical representation, radicals, involution, evolution and simpler imaginary numbers are studied. When conditions demand, double work in courses Ia and Ib is offered in the last half of the spring term and double work in Ic is given in both halves of the summer term.

Mathematics II a. Plane Geometry. Credit $\frac{1}{3}$ unit. Fall, winter and spring terms.

The course covers book I of plane geometry. It includes a study of the properties of rectilinear figures and simple construction problems. Special attention is given to the solution of original exercises.

Mathematics II b. Plane Geometry. Credit $\frac{1}{3}$ unit. Fall, winter and spring terms.

The course covers books II and III of plane geometry. It includes a study of the circle, measurement of angles, proportion, and similar figures. Construction work is continued and numerous original exercises are solved.

Mathematics II c. Plane Geometry. Credit $\frac{1}{3}$ unit. Fall, winter and spring terms.

The course covers books IV and V. Areas of plane figures and properties of polygons are studied. The practical applications of plane geometry are given special attention.

Mathematics II. Plane Geometry. Credit $\frac{2}{3}$ unit. Summer term.

This is a fast course including the topics studied in Course IIa, b and c. It is offered as double work and is intended for mature students only.

Mathematics III a. Arithmetic Credit $\frac{1}{3}$ unit. Fall, winter and summer terms.

Prerequisites: Elementary algebra and plane geometry. The work is a general review covering the entire field of arithmetic. Attention is given primarily to subject matter but methods of teaching arithmetic receive consideration throughout the course.

Mathematics III b. Solid Geometry. Credit $\frac{1}{3}$ unit. Winter and summer terms.

Prerequisites: Elementary algebra and plane geometry. Special attention is given to the development of space concepts and to the measurement of surfaces and solids.

Mathematics IV a. Plane Trigonometry. Credit $\frac{1}{3}$ unit. Spring and summer terms.

Prerequisites: Elementary algebra and plane geometry. The course includes the solution of the right and oblique triangle, reduction and transformation of trigonometric expressions, and practical applications.

Mathematics IV b. Advanced Algebra. Credit $\frac{1}{3}$ unit. Fall and spring terms.

Prerequisites: Elementary algebra and plane geometry. The course includes review and extension of work in linear and quadratic equations, radicals, involution, evolution, progressions, logarithms and imaginaries.

Mathematics IV c. Business Arithmetic. Credit $\frac{1}{3}$ unit. Every term.

The course may be taken by high school or college students who are specializing in commercial work. It includes a study of the principles of arithmetic applied to the practices of the business world. Accuracy and speed in computation are given special attention.

DEPARTMENT OF SCIENCE

Science I a. General Science. Credit $\frac{1}{3}$ unit. Fall term.

The main purpose of this course is to promote the growth of a fund of scientific facts about those things that are frequently encountered by the student. The pupil's line of interest is followed as far as is practicable by the encouragement of certain projects and problems. The so-called unity of different sciences is largely ignored, while interrelations are constantly emphasized. Special effort is made to secure such interest in science as will function later in science courses. The library is provided with duplicate copies of all late works on the subject. Use is made of departmental laboratories, and of industrial plants in the city.

Science I b. General Science. Credit $\frac{1}{3}$ unit. Winter term.

For a description of the course see Science I a.

Science I c. General Science. Credit $\frac{1}{3}$ unit. Spring term.

For a description of the course see Science I a.

Science I d. Physiology. Credit $\frac{1}{3}$ unit. Every term.

The course is a careful study of elementary physiology and hygiene. Laboratory work consisting of simple and easy experiments is included. Special emphasis is given to hygiene as a basis for correct living.

Science III a. Physical Geography. Credit $\frac{1}{3}$ unit. Fall, spring and summer terms.

A study is made of lands, materials of the lands and their uses, changes of the surface by internal forces and by external agents, land forms and their influence on life, the uses and problems of inland waters, distribution of industries and population in the United States. The influence of geography on history and the problems of conserving natural resources are emphasized. There is much field work and topographical map study.

Science III b. Physical Geography, Credit $\frac{1}{3}$ unit. Winter and summer terms.

The topics included in the course are the earth as a planet, the atmosphere, weather and climate, the oceans. Special emphasis is given to the study of weather maps and weather forecasts.

Science III c. Rural and School Hygiene and Sanitation. Credit $\frac{1}{3}$ unit. Every term.

A study is made of health conditions in rural homes, rural schools and farm environment. The course is intended, not only to discover or point out unsanitary conditions, but also to emphasise need of improvement of rural health conditions.

Science III d. Geography. Credit $\frac{1}{3}$ unit. Offered on demand.

Causal geography is emphasized through a general survey of North America and Europe, including the rational phases of development. Attention is given to methods of teaching geography.

Science IV a. Elementary Physics. Credit $\frac{1}{3}$ unit. Fall and summer terms.

Prerequisite: Elementary Algebra. The subjects treated include measurements, units, properties of matter, mechanics of liquids and solids. In addition to classroom work each student is required to perform a minimum of twenty experiments.

Science IV b. Elementary Physics. Credit $\frac{1}{3}$ unit. Winter and summer terms.

This course is a continuation of the elementary study of wave motion, sound and light. The time is about equally divided between the recitation and the laboratory.

Science IV c. Elementary Physics. Credit $\frac{1}{3}$ unit. Spring term.

The term is devoted to the study of magnetism and electricity. Special attention is given to the later developments of physics, including the X-Ray, wireless telegraphy, and radio-activity.

Science IV. Elementary Physics. Credit $\frac{2}{3}$ unit. Summer term.

This course is the equivalent of Science IV a, b, and c. It may be taken as a double course in the summer term by mature students only.

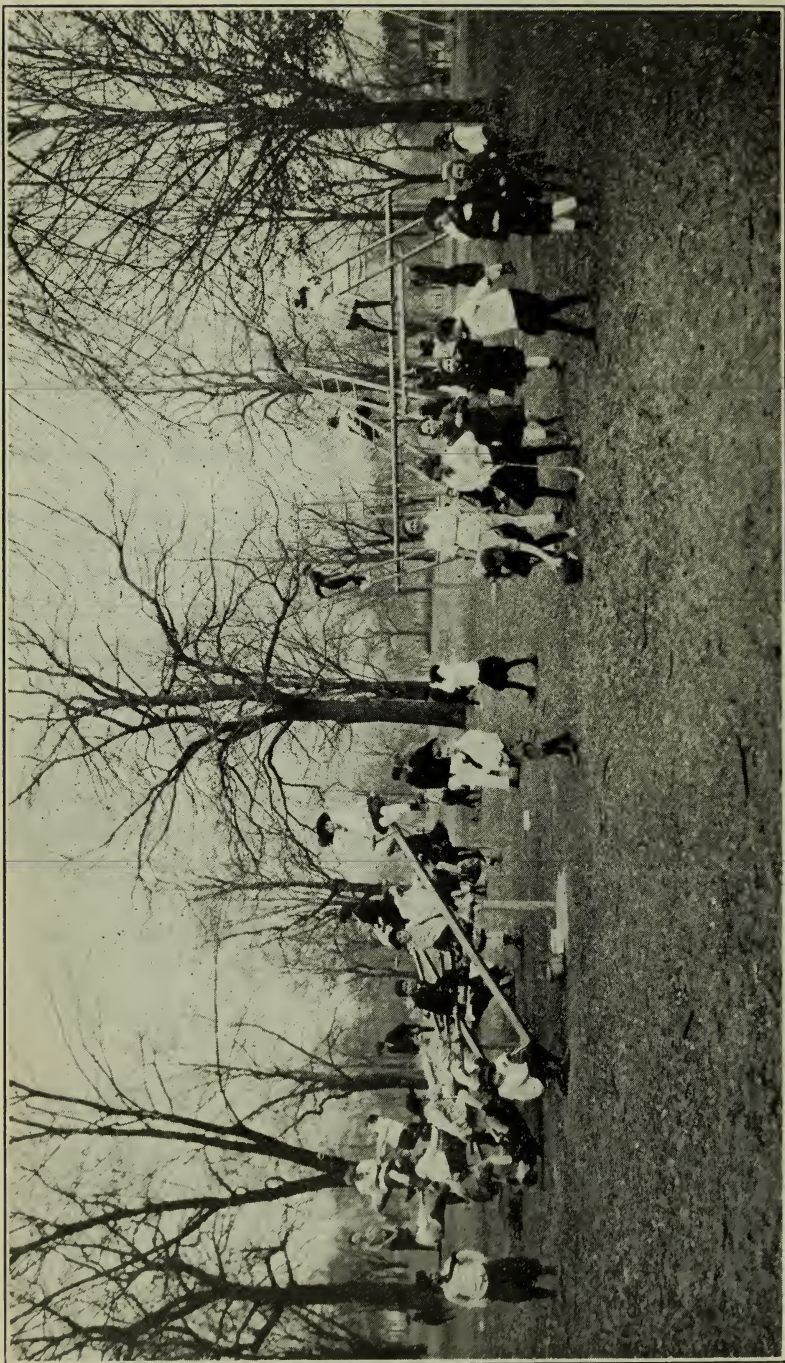
DIVISION OF PUBLIC SPEAKING AND EXPRESSION

Expression II a. Reading. Credit $\frac{1}{6}$ unit. Fall and spring terms.

The course combines practice in pronunciation and exercises for distinctness and vocal purity with oral interpretation of the printed page. The oral reading includes work on various types: narration, description, exposition, and argumentation.

Expression II b. Public Speaking. Credit $\frac{1}{6}$ unit. Winter and summer terms.

The course is one for beginners. As far as possible, daily practice in speaking is given to each member of the class. Much freedom is



SUPERVISED PLAY, TEACHERS COLLEGE PLAY GROUND

allowed in the choice of topics for discussion. Excerpts from standard orations and from recent public speeches are varied by original discussions on topics chosen from the interests of student life. The course is designed to aid in the acquisition of physical poise and freedom in expression.

EXTENSION DIVISION

The purpose of the Extension Division of the Southwest Missouri State Teachers College is to make the resources of the institution available in as many ways as possible to as many people as possible. People who are unable to avail themselves of the advantages offered in residence study have a just claim upon the state for some sort of educational opportunities. In response to this feeling the administration in July, 1918, organized the Extension Division, and at the beginning of the school year 1918-19 extension and correspondence work became a regular method of instruction in this school. The popularity of the plan is evidenced by the fact that during the brief time this division has been in existence over 1000 students have received instruction by this method.

The great period of reconstruction is upon us and the obligation of every teacher to intensify his efforts to become better equipped for the tasks that lie before him is greater than ever before. In the important task of training teachers for this significant period in our history it is the aim and purpose of the Teachers College to do its full duty and to meet every demand made upon it. The College, through its Extension Division, offers to every teacher in Southwest Missouri some form of instruction which will better fit him for the work he has to do.

Where teachers are so situated that they can organize study centers and have teachers from the College meet them at stated intervals, the work is preferable to work done by correspondence. The correspondence work, however, is very satisfactory, and, in fact, in many ways has advantages over work done in extension classes or in residence. For example, the student doing work by correspondence must master the whole of every lesson. He cannot depend upon his fellows to recite a large portion of the lesson for him. He must think every topic through for himself. True, he loses the exchange of ideas so valuable in class recitation, but he gains self-reliance and self-dependence so essential to any student. The correspondence student must put into writing in the language he wishes to use just what he thinks about each important point in the lesson. This method of study demands careful preparation of one's lessons and accuracy in the expression of one's thoughts, which constitute an excellent training for any student. In fact, the consensus of opinion of our correspondence students is that courses by correspondence require more work and care in their preparation than do similar courses done in residence.

It is the opinion of the leading educators of the country that the extension idea is destined to play an increasingly larger part in the administration of higher institutions of learning. This is especially true of institutions charged with the training of teachers, because students of

such institutions do not, as a rule, attend school continuously until their college course is completed, but drop out and teach for a period of time and then re-enter school for the completion of their education. It is obvious that, under such conditions, the extension method of instruction offers the school the best opportunity of serving its student body.

The Extension Division is preparing greatly to enlarge the scope of its work and to offer to the people of the district the resources and services of the school in every possible way. Some of the plans of work are listed below.

1. Courses in practically every department and division of the College are offered to groups of teachers in extension centers.
2. Correspondence courses in a great variety of subjects are offered to teachers everywhere.
3. In co-operation with the county superintendents, Reading Circle courses are offered with high school credit to every teacher in the district.
4. Students unable to enter school at the beginning of a term and students having to leave school before the end of a term may complete their courses by correspondence.
5. The services of the Faculty of the College are placed at the disposal of clubs, societies, fairs and other local organizations for lectures, addresses, demonstrations, and musical entertainments.
6. The Extension Division plans to lend to schools pictures, slides, and music records. There are no charges for this service except the postage or express both ways on the material.
7. In co-operation with the State Department of Education, county superintendents and local boards of education, the Extension Division will establish and supervise Rural Demonstration Schools.
8. In co-operation with the Inspector of Teacher-Training High Schools special short courses are offered to students of these schools.
9. The Appointment Bureau of this division assists teachers in securing desirable positions and aids boards of education in employing competent teachers.
10. Through the Extension Division the splendid library of the College is made available to correspondence and extension students and to others interested in educational work. No charge is made for this service, but the borrower is required to pay postage both ways on the books. From January 1, 1919, to March 1, 1920, 2000 volumes were lent through the Extension Division.

EXTENSION COURSES

The following courses are offered by extension. In no case will a class be organized for fewer than eight students. No instructor will offer more than one extension course, except in cases where students taking a subject matter course may desire a methods course in the same

subject. Other factors being equal the first group to organize and ask for any particular course will be first served. This work must be started early in the school year. No extension course, except special short courses for teacher-training high schools, will be started after February 1.

AGRICULTURE

Agriculture 120. Incubation and Feeding of Poultry. The course is a practical one in incubating, brooding, housing and feeding poultry. Students taking this course may do the laboratory work by correspondence, provided they have access to an incubator, a brooder and a candling device. Credit 2.5 hours.

Texts: *Poultry Production*, by Lippincott, Lea and Felinger, publishers.
Productive Poultry Husbandry, by Lewis, J. B. Lippincott Co., publishers.
Poultry Culture, by Robinson, Ginn & Co., publishers

Agriculture 10. Cereal Crops. The course is a study of the origin, history, classification, soil and climatic adaptation, and cultural methods of the principal cereals. Credit for text and reference work, 1.5 hours.

Texts: *Productive Farm Crops*, by Montgomery, J. B. Lippincott, publishers.
Field Crop Production, by Livingston, Macmillan & Co., publishers.
The Corn Crop, by Montgomery, Macmillan & Co., publishers.
The Small Grains, by Carlton, Macmillan & Co., publishers.

Agriculture 151. Farm Accounting. The course is a study of the fundamentals of accounting; principal methods of keeping farm and household accounts; making farm inventories; factors affecting the cost of production, profits, and the importance of farm accounting with reference to the income tax. Laboratory work may be done by correspondence or in residence. Credit 2.5 hours.

Texts: *Farm Management*, by Warren, Macmillan & Co., publishers.
Farm Management, by Card.
The Novelty Farm Account Book, The Novelty Supply Co., Holyoke, Mass.

Agriculture 20. Vegetable Gardening. A study is made of types of gardens; planning and planting gardens; classification and culture of vegetables; diseases and insect pests of vegetables and their control.

Text: *Productive Vegetable Growing*, Lloyd, Lippincott, Philadelphia, publishers.

References: *Garden Farming*, Corbett, Ginn & Co., Chicago.
Principles of Vegetable Gardening, Bailey, Macmillan & Co., Chicago.

CHEMISTRY

Science 31. Chemistry. A study is made of chemical laws and theory, typical elements and their compounds and the non-metals. Credit 2.5 hours.

Science 32. Chemistry. A study is made of carbon and its compounds; of the metals from the standpoint of their periodic classification; of the uses of metals. Credit 2.5 hours.

Text: *Inorganic Chemistry for College*, Newell.

Laboratory Manual, Newell, D. C. Heath & Co., Chicago, publishers.

COMMERCE

Commerce 1. Accounting. Credit 2.5 hours.

Books used: Journal, Cash Book, Purchase Book, Sales Book, and Ledger. Sets I-IV and Exercises.

Text: Miner & Elwell, Ginn & Co., Chicago.

Commerce 41. Business Law. Credit 2.5 hours.

This course in business law was written by Huffcutt and revised by Bogert, professor of law in Cornell University College of Law.

Text: *The Elements of Business Law*, by Huffcutt, Ginn & Co., Chicago.

Commerce 2. Accounting. Credit 2.5 hours.

Books used: Columnar Journal, Columnar Cash Book, Purchase Journal, Sales Journal, General Ledger, Sales Ledger, and Purchase Ledger.

The controlling account is emphasized in this set (Set VI).

Text: Miner & Elwell, Ginn & Co., Chicago.

DOMESTIC SCIENCE

Certain courses may be offered by extension. Those interested in this work will please communicate with the Extension Division.

EDUCATION

Education 50. History of Modern Elementary Education. A study is made of the development of the theories and practices of our modern elementary schools. Credit 2.5 hours.

Text: *History of Modern Elementary Education*, Parker, Ginn & Co., publishers.

References: Locke, *Thoughts on Education*, R. H. Quick, G. P. Putnam's Sons, N. Y.

Rousseau, *Emile*, (Everyman edition), E. P. Dutton, N. Y. publisher.

Pestalozzi, *Leonard and Gertrude*, D. C. Heath, Chicago, publisher.

Kilpatrick, *The Montessori System Examined*, Houghton Mifflin & Co., publishers.

Dewey, *Schools and Society* (Revised Edition), University of Chicago Press, publishers.

Dewey, *Schools of Tomorrow*, E. P. Dutton, N. Y., publisher.

Phillips, *History of Education in Missouri*, Stephens Publishing Co., Jefferson City, publishers.

Education 100. Rural Community Activities Credit 2.5 hours.

The aim of the course is to prepare teachers for leadership in county organizations. Some of the topics studied are: community co-operation, club work, community fairs, community center work, community sanitation, community recreation, improvement associations, other community organizations. Text and references to be selected in conference with instructor.

Education 131. Psychology of Childhood. Credit 2.5 hours.

Prerequisites: Education 11 and 61 or the equivalent. The course is designed to acquaint the prospective teacher with problems and literature of child development.

Text: Norsworthy and Whitley, *Child Psychology*, Macmillan & Co., Chicago.

References: Tanner, *The Child*, Rand-McNally; Pyle, *Outlines of Educational Psychology*, Warwick & York; Kirkpatrick, *Fundamentals of Child Study*, Macmillan & Co., Chicago.

Note: During the year 1920-21 only, this course may be taken in lieu of Education 60 in meeting the requirements for the various elementary diplomas. This applies only to those doing the work by correspondence or extension.

Education 149. High School Problems. Credit 2.5 hours.

This course touches the general problems of high school organization and administration. It is open to advanced students who are preparing to teach in high schools and to others who are preparing to be principals and superintendents. A list of the references will be furnished by the instructor on request.

Education 10. Introduction to Teaching. Credit 2.5 hours.

This course gives the student a broad introduction to the field of education. The topics embraced are the schools of other countries and their contributions to American education; investing public money; delegating responsibility; the school building and grounds; grouping pupils in classes; individual differences; periodicity; the curriculum and its reorganization; the junior high school; specialized and general education;



MAY POLE PROCESSION



MAY DAY SPRINGING FROM A FLOWER

extension of school activities; standardized tests and measurements; methods; supervised study; classroom management; the daily program; formation of habits; play activities; health education; discipline; professional training of teachers. A number of references are given with the idea that some may be available.

Text: Judd, *Introduction to the Scientific Study of Education*. Publishers, Ginn & Co.

References: Cubberley, *History of Education in the United States*. Publishers, Houghton & Mifflin Co.

Strayer and Norsworthy, *How to Teach*. Publishers, Macmillan Company.

Davenport, *Education for Efficiency*. Publishers, D. C. Heath & Company.

Moorhouse, *The Discipline of the School*. Publishers, D. C. Heath & Company.

Education 12. Principles of Teaching. A study is made of the foundations of method; the meaning of education, the aim of education; subject-matter, its origin, function, organization, the doctrine of interest; technique of instruction. Credit 2.5 hours.

Texts: Charters, *Methods of Teaching*, Row, Peterson & Co., publishers. Dewey's *Interest and Effort*.

References: Adams' *Herbartian Psychology*, D. C. Heath, Publisher. Froebel's *Education of Man*, Appleton, publisher.

ENGLISH

Any English course listed in the Catalogue may be given by extension. An elective course given by correspondence or extension may not be substituted for English 1 or for English 2.

GEOGRAPHY

Science 127. College Physiography. The course includes (1) physical geography of the ocean; (2) the nature and the effects of the atmosphere; (3) geographic distribution of plants and animals.

Text: Tarr and Martin, *College Physiography*.

Considerable reference reading is required from books furnished by the College library. Credit 2.5 hours.

Science 27. Commercial and Industrial Geography. The geographic controls of industry and trade, raw materials, food supply, and important manufacturing industries are studied. Credit 2.5 hours.

Text: Smith, *Commerce and Industry*.

Required reference: *Geography of the World's Agriculture*.

Science 128. Geography of Europe. A thorough study is made of all phases of geography in a few of the leading nations. Credit 2.5 hours

No one text will suffice, but each student will be required to purchase at least one book, and the College library will lend a number of books. This course is especially valuable to upper grade teachers and to high school teachers of history and geography.

Science 26. Geographic Principles. This is a one term course in humanized physiography. The materials selected for study are those topics relating to the lands, the oceans, and the atmosphere which will help students to interpret their local environment and to appreciate the part played by physical environment in shaping industry and development in civilization. Credit 2.5 hours.

Text: Salisbury, Barrows, and Tower, *Elements of Geography*.

Education 28. The Teaching of Geography. A detailed study is made of materials and methods suitable for the different grades. Credit 2.5 hours.

Text: Dodge and Kirchway, *The Teaching of Geography in the Elementary School*.

BIOLOGICAL SCIENCE

Science 8. Hygiene and Sanitation. This course includes a study of general personal, rural and school hygiene and sanitation, modern conveniences of the home and school, school inspection and its important relation to health, including how to recognize and prevent the spread of contagious diseases, physical defects and how to detect them, and lessons in first aid. Credit 2.5 hours.

Science 61. Preventive Medicine. Credit 2.5 hours.

This course includes a study of micro-organisms and their relation to disease, of infection and the spread of disease, of susceptibility and immunity, contagious diseases, disinfection, death rate and disease prevention.

HISTORY, SOCIOLOGY, ECONOMICS.

All courses offered in residence in Sociology, Economics and European History are offered by Extension. See Index.

LANGUAGES

French 21 and 22. Beginners' French. The course includes the fundamental principles of French grammar; special stress upon pronunciation based upon the study of practical phonetics; the most common irregular verbs; simple reading with oral and written compositions. Credit 5 hours.

Texts: Fraser and Squairs' *Shorter French Course*, D. C. Heath & Co., publishers.

Ballard's *Short Stories for Oral French*, Schibner's Sons.

Ballard and Tilly's *Phonetic French Reader*, Scribner's Sons.

Spanish 31 and 32. Beginners' Spanish. The course covers the fundamental principles of Spanish grammar. Special attention is given to building a practically useful vocabulary. There is abundance of oral and written composition, based upon easy reading material. Credit 5 hours.

Texts: Fuentes & Francois' *Practical Spanish Grammar*, Macmillan, publishers.

Wilkins & Luria's *Lecturas Faciles*, Silver, Burdett & Co., publishers.

Latin 59. Mythology. Credit 2.5 hours.

Text: *Classic Myths in English Literature and in Art*, Gayley.

The work is a study of text and assigned readings.

Latin 58. Word Study.

Text: Swinton's *New Word Analysis*.

The work is a study of text and assigned reading.

Cicero and all courses in advance may be taken by correspondence or extension.

Any course listed in the Catalogue in advance of the above may be taken by extension.

MATHEMATICS

Algebra I a. This course includes a study of the fundamental operations and factoring. Credit $\frac{1}{3}$ unit.

Text: *First Course in Algebra*, Hawkes, Luby and Touton.

Algebra I b. This course includes more difficult factoring and fractions; simultaneous linear equations, easy quadratic equations. Problem solving is emphasized. Credit $\frac{1}{3}$ unit.

Text: *First Course in Algebra*, Hawkes, Luby and Touton.

Algebra I c. This course includes a thorough treatment of the quadratic equation, theory of exponents, radicals, simultaneous quadratic equations. Credit $\frac{1}{3}$ unit.

Text: *First Course in Algebra*, Hawkes, Luby and Touton.

Plane Geometry II b. This course covers books II and III. It includes a study of the circle, measurement of angles, proportion and similar figures. Numerous original exercises are solved. Credit $\frac{1}{3}$ unit.

Text: *Plane Geometry*, Betz and Webb.

Plane Geometry II c. This course covers books IV and V. Areas of plane figures and properties of regular polygons are studied. Practical applications receive special attention. Credit $\frac{1}{3}$ unit.

Text: *Plane Geometry*, Betz and Webb.

Solid Geometry 2. This course includes the topics usually given in a course in solid geometry. Special attention is given to the development of space concepts and measurements of surfaces and solids.

The course is for college students only. Credit 2.5 hours.

Text: *Solid Geometry*, Betz and Webb.

Plane Trigonometry 3. This course includes the solution of the right and oblique triangle, reduction and transformation of trigonometric expressions and practical applications.

It is for college students only. Credit 2.5 hours.

Text: *Plane Trigonometry*, Wilczynski.

Mathematics 4. College Algebra. This course includes a rapid review of elementary algebra, graphical representation, binomial theorem, logarithms and an introduction to the theory of equations. Credit 2.5 hours.

Text: *Higher Algebra*, Hawkes.

MUSIC

Public School Music.

Music 1. In this course special attention is given to the development of rhythmic feeling; selection, interpretation and presentation of rote songs suitable for kindergarten and primary grades, and to the study of the various steps in the musical development of the child, up to the reading of simple songs. Credit 1.25 hours.

Music 2. This course includes a detailed study of the subject matter for the third, fourth, and fifth, or intermediate grades, and of the methods of presenting it. Credit 1.25 hours.

Music 3. This course is devoted to the study of music as taught in the 6th, 7th and 8th, or upper grades. It includes formal studies of tone, chord and key relationships, elements of harmony, melody writing, elements of form. Credit 1.25 hours.

PHYSICS

Science IV a. Elementary Physics. A study is made of mechanics and heat. Credit $\frac{1}{3}$ unit.

Science IV b. Elementary Physics. A study is made of wave motion, sound and light. Credit $\frac{1}{3}$ unit.

Science IV c. Elementary Physics. A study is made of magnetism and electricity.

Text: Milliken & Gale, *Laboratory Manual*, Milliken, Gale & Bishop, Ginn & Co., publishers.

READING CIRCLE

Teachers desiring credit for Reading Circle work may organize study centers with a leader approved by the county superintendent and the Extension Division. Lesson sheets will be furnished by the Extension Division and final examinations given upon the completion of the work. One-third unit high school credit is given for the completion of any one of the Reading Circle books. Teachers desiring credit for Reading Circle work should first advise with their county superintendent and then with the Extension Division of the Southwest Missouri Teachers College.

CORRESPONDENCE COURSES.

The following courses are offered by correspondence. Students should enroll early in the school year for correspondence courses. Owing to the heavy schedules of instructors during the summer term all correspondence work is discontinued from June the first until September the first.

AGRICULTURE

All courses offered by extension are offered by correspondence. The laboratory work will be done in residence, except in cases where the student has access to adequate laboratory equipment.



A MAY POLE DANCE

CHEMISTRY

Science 31. Chemistry. A study is made of chemical laws and theory, typical elements and their compounds and the non-metals. Credit 2.5 hours.

Science 32. Chemistry. A study is made of carbon and its compounds; of the metals from the standpoint of their periodic classification; of metals and their compounds. Credit 2.5 hours.

Texts: *Inorganic Chemistry for College*, Newell.

Laboratory Manual, Newell. D. C. Heath & Co., Chicago, publishers.

COMMERCE

All courses given by extension are offered by correspondence. See under Extension Courses.

EDUCATION

Education 50. Same as in extension.

Education 131. Same as in extension.

Education 10. Same as in extension.

Education 100. Same as in extension.

Education 149. Same as in extension.

Rural Life Problems III c. A study is made of the evolution of the rural community; the characteristics of the different periods of development with causes of change; the institutions and agencies of rural betterment and their relations to each other; the rural school; supervision, course of study, consolidation; community center; rural leadership. Credit $\frac{1}{3}$ unit.

Text: Cubberly's *Rural Life and Education*.

References: Betts' *New Ideals in Rural Schools*, Houghton, Mifflin & Co., publishers.

Wilson's *Evolution of Country Community*, Pilgrim Press.
Mobilizing the Rural Community, Massachusetts Agricultural College Bulletin.

Carney's *Country Life and the Country School*, Row, Peterson & Co.

Foght's *The Rural Teacher and His Work*, Macmillan.

Education IV c. Methods and Observation. This course includes an application of the principles of method in teaching history, civics, geography and art. Credit $\frac{1}{3}$ unit.

Texts: Charter's *Teaching the Common School Branches*.
 Hill's *The Teaching of Civics*.
 Dodge's *The Teaching of Geography*.

References: Wayland's *How to Teach American History*.
 Sutherland's *The Teaching of Geography*.
 Kendall & Mirick's *How to Teach the Fundamental Subjects*.

ENGLISH

High School Courses.

English IV a. The course consists of the study by periods of the history of English literature from the beginning to 1660, with collateral readings from representative authors; careful study and analysis of Carlyle's *Essay on Burns*, Shakespeare's *Macbeth*, Shakespeare's *Tempest*, Books 1, 6, 22, and 24 of Homers *Iliad*; a critical study of Scott's *Kenilworth*, and Kipling's *Captains Courageous*; compositions based on any of the above. Credit $\frac{1}{3}$ unit.

Books required: Tappan's *History of England's Literature*. Houghton, Mifflin & Co., Chicago. Long's *Outlines of English Literature*. Ginn & Co., Chicago. Newcomer & Andrews' *Twelve Centuries of English Poetry and Prose*. Scott, Foresman & Co., Chicago. Pope's Translation of the *Iliad*. Ginn & Co. Carlyle's *Essay on Burns*. Macmillan. Shakespeare's *Macbeth*. Ginn & Co. Scott's *Kenilworth*. Macmillan. Woolley's *Handbook*. D. C. Heath, Chicago.

English IV b. The course consists of the study by periods of the history of English literature from 1660 to the present time with collateral readings from representative authors of each period; the critical study of four standard novels; close study of Ruskin's *Sesame*, and Tennyson's *Idylls of the King*; the composition of reports and essays based either on the above, or on present day topics. Credit $\frac{1}{3}$ unit.

Books required: Tappan's *History of England's Literature*. Houghton, Mifflin & Co., Chicago. Long's *Outlines of English Literature*. Ginn & Co., Chicago. Newcomer & Andrews' *Twelve Centuries of English Poetry and Prose*. Scott, Foresman & Co., Chicago. Jane Austen's *Pride and Prejudice*. Macmillan. Dickens' *Oliver Twist*, Everyman edition, E. P. Dutton. Thackeray's *Vanity Fair*. Everyman edition, E. P. Dutton. George Eliot's *Adam Bede*. Everyman edition, E. P. Dutton. Ruskin, *Sesame and Lilies*. Macmillan. Tennyson's *Idylls of the King*. Macmillan. Woolley's *Handbook*. D. C. Heath, Chicago.

College Courses.

English 51. The course consists of the study by periods of the history of American literature, with collateral readings from representative authors. It includes numerous exercises in interpretation and in literary criticism. Credit 2.5 hours.

Books required: Simmonds' *History of American Literature*. Houghton, Mifflin & Co. Page's *The Chief American Poets*. Houghton, Mifflin & Co. Irving's *Alhambra*, Macmillan Co. Irving's *The Sketch Book*, Macmillan Co. Hawthorne's *Twice Told Tales*. Everyman's Library, E. P. Dutton. Hawthorne's *Blithedale Romance*. Everyman's Library, E. P. Dutton. Cooper's *The Deerslayer*. Macmillan Co. Holmes' *Autocrat of the Breakfast Table*. Everyman's Library, E. P. Dutton. Woolley's *Handbook*. D. C. Heath, Chicago. Hawthorne's *Scarlet Letter*. Everyman's Library, E. P. Dutton.

GEOGRAPHY

Science 27. Commercial and Industrial Geography. The geographic control of industry and trade, raw materials, food supply, and important manufacturing industries are studied. Credit 2.5 hours.

Text: Smith, *Commercial and Industrial Geography*.

Required reference: *Geography of the World's Agriculture*. Text book and general reference work may be completed by correspondence. A larger part of the laboratory work must be completed while doing residence work.

Science 126. College Physiography. A study of the geographical features of the earth as a planet is followed by a treatment of geological processes and topographic forms. Field work, topographic map studies and laboratory exercises are required.

Text: Tarr and Martin, *College Physiography*.

References are furnished from the college library. Credit 2.5 hours.

HISTORY

History 5. European History. A study is made of eighteenth century Europe; of great personalities, as Louis XIV, Peter the Great and Frederick the Great; of the French Revolution and Napoleonic period.

Texts: Robinson & Beard, *Development of Modern Europe*, Vol. I; also Robinson & Beard, *Readings in Modern European History*, Vol. I. Ginn & Co., publishers.

References: Secondary—

Wakeman, *European History*, 1598-1715.

Rambaud, *Russia*, Vol. II.

Perkins, *France Under Louis XV*, Vol. II.

Matthews, *French Revolution*.

Fournier, *Napoleon*.

Sociology 57. Principles of Sociology. Credit 2.5 hours.

An analysis is made of the nature and operation of the chief laws underlying social relations in general. The student is acquainted with the nature and importance of the leading problems of the social order.

Texts: Elwood, *Sociology and Modern Social Problems*, American Book Company.

Chapin, *Social Evolution*, Century Co.

Ross, *Social Psychology*, Macmillan.

FOREIGN LANGUAGES

French 23, 24. Intermediate French. These courses presuppose a knowledge of the fundamentals of grammar and such a foundation as is laid in five hours of college French. A study is made of the French subjunctive and of irregular verbs, the work being based throughout upon easy classics, which are read, discussed and reproduced in French. The courses aim to lead up to the study of French literature. Credit 5 hours.

Spanish 33, 34. Intermediate Spanish. These courses presuppose five college hours of Spanish. The grammar is reviewed in connection with the text read and the composition based upon them. A number of easy Spanish texts will be read, discussed and reproduced in Spanish. Credit 5 hours.

MATHEMATICS

The same courses offered by extension are offered by correspondence. See under Extension.

SCIENCE

Science 8. Hygiene and Sanitation. See under Extension.

Science 61. Preventive Medicine. See under Extension.

READING CIRCLE

Teachers who are unable to join some study center may do the Reading Circle work for credit by correspondence. One-third unit high school credit is given for the completion of any one of the Reading Circle books. See under Extension.

FEES

A fee of three dollars per credit hour or seven and one-half dollars per term credit in a subject is charged for all extension and correspondence courses. A full fee is charged for science courses where only partial credit is made by correspondence. In addition to the regular fee for a course correspondence students are required to pay postage both ways on all written lessons. All papers should be weighed before sending and the required postage should be used in sending them, and a like amount of postage should be enclosed for their return. Lessons will not be returned to students unless postage is enclosed. One-half the regular fee is charged for hearers in extension courses, and for the completion of a course by extension or by correspondence, at least one-half of which is done in residence. **No refunds are granted.**

CREDIT

The same high standard of scholarship is maintained in extension and correspondence courses as is required for work done in residence, and the same credit is given. A credit of one-third unit is given for all high school courses and 2.5 hours for all college courses, except in the case of science courses, for which students do not have access to adequate laboratory equipment. For such courses a credit of 1.5 hours is given, and the student is permitted to do the laboratory work in residence for the additional hour's credit.

The high school courses offered by correspondence are given to meet two demands:

1. For students desiring credit in the Southwest Missouri State Teachers College.
 2. For students desiring high school credit in some local high school. Where the credit is desired in some local high school the course will be given in co-operation with the superintendent or principal of that school.
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LIMITATIONS IN EXTENSION WORK

A student may not offer credit in extension or correspondence work to exceed one-third of the total number of hours required for any certificate or diploma. That is to say, a student may offer a maximum of ten hours' credit by extension or correspondence towards a Regents' Certificate; twenty hours towards a sixty-hour elementary or sixty-hour limited diploma; thirty hours towards a ninety-hour high school diploma, and forty hours towards the bachelor degree.

Students are limited to ten hours' credit in extension or correspondence in any calendar year. Students are limited to two written lessons per week, except in special cases where the student's work is superior

and the instructor in the course gives his approval for additional lessons. As a rule there are eight lessons to the credit hour.

On account of the heavy schedules of the instructors during the summer months all extension and correspondence courses are discontinued from June the first to September the first.

Credit will not be given for extension or correspondence work done in another institution at a time when the same course or courses are offered by the Extension Division of the Southwest Missouri State Teachers College.

Students entering school late or leaving school before the end of a term who desire to complete courses by correspondence for full credit must secure a written permit from the president of the College and a written request from the instructors. These must be presented to the Extension Division with the regular application for the courses.

BOOKS

The fees charged for extension and correspondence work are made to cover the actual expenses of the courses and do not include text and reference books. Texts may be obtained from the publishers, in many cases from the College Book Store, or from a local book store. Required references must be purchased by the student, or borrowed from the library. The Missouri Library Commission of Jefferson City has offered its services to the Extension Division, and from this state department many books may be borrowed without cost other than that of transportation. Requests should be indorsed by the teacher of the course and accompanied by a statement of the subject and a list of the books most needed. Where several people are associated together, books for the group should be sent for at one time.

No credit is given till all books and materials lent to the student are returned.

EXAMINATIONS

In extension courses the question of final examinations is left to the instructor giving the course. Students doing correspondence courses are required to take final examinations under the supervision of some person acceptable to the College, such as the county superintendent or superintendent or principal of some local school. In case a fee is charged by the examiner the student is required to pay for the examination.

HOW TO BEGIN

Students desiring to do extension work should organize themselves into an Extension Class by electing a leader, who should notify the Extension Division giving the course or courses desired together with

the names and addresses of the students desiring to take the course. When the leader is advised of the approval of the application, the fees for the course should be sent to the Director of Extension, Southwest Missouri State Teachers College, Springfield, Missouri, that the time may be set for the first meeting of the class.

Students desiring to do correspondence work should write to the Extension Division requesting application blanks. These blanks should be filled out in full giving all information requested. In case your credits have not been filed with this institution a transcript of your high school credits should accompany your application blank. Do not send money for courses until you have been notified of the approval of your application.

HOW TO SEND FEES.

Make all remittances payable to John B. Boyd, Director of Extension, State Teachers College, Springfield, Missouri. Use personal check, bank draft or postoffice money order in making remittance. Do not send bills.

GENERAL INFORMATION.

Students engaged in the profession of teaching or in other work demanding a major part of their time should not enroll for more than two courses at a time. It is better to attempt only one course at a time. The preparation of the lessons in a single course will require from one to two hours daily, depending upon the ability of the student. All courses should be started early in the school year.

Requests for books from the library should be sent to the Extension Division. Orders for texts should be sent to the State Teachers College Book Store.

Requests for the services of faculty members for whatever type of service should be directed to the Extension Division; and the request made as far in advance of the time the service is desired as possible.

Teacher-training high schools should ask for the short courses in special subjects several weeks in advance of the time when the course is desired.

Superintendents and boards of education desiring the aid of the school in securing teachers should make application to the Appointment Bureau.

If some particular course not listed in this bulletin is desired by a group of teachers, the leader of the group will please advise with the Director of Extension; or, if there are any questions on any phase of the extension service, feel free to correspond with him. The Teachers College desires to assist every teacher in the district, and every effort will be made to serve them.

FREE SCHOLARSHIPS

Graduates of rural and high schools in the twenty-two (22) counties of the Southwest District will be given free incidental fee if used within twelve months from date of graduation, as follows:

One rural graduate in any county—three terms—value \$30.00.

One rural graduate in any municipal township—one term—value \$10.00.

One graduate of first class high school—three terms—value \$30.00.

One graduate of second class high school—two terms—value \$20.00.

One graduate of third class high school—one term—value \$10.00.

The county superintendent determines what rural graduates are entitled to a free scholarship—one of the best three.

The principal of each high school determines what high school graduate is entitled to a free scholarship—one of the best five.

THE LIBRARY

The library contains about 20,000 well selected classified volumes of reference books, books for general reading, and bound magazines, about 3500 classified pamphlets, and many others that are yet unclassified. A card catalogue is being rapidly developed. Pictures and other illustrative materials are being collected; material for essays, orations, and debates is being gradually accumulated and classified. In every possible way the library is attempting to facilitate research work, which is constantly increasing in prominence.

The reading room provides the leading daily and weekly newspapers of the state together with the current numbers of almost 200 scientific, pedagogical and literary magazines. The magazines are later bound and added to the shelves.

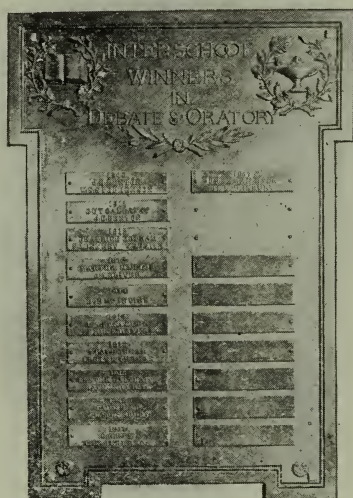
The library is open from 7:30 a. m. to 5:00 p. m. every school day and from 8:00 a. m. to 12:00 m. every Saturday. The regulations are as few and as simple as are consistent with the best service. Connected with the library is a comfortable, well lighted hall in which students are expected to study during the day. The arrangement is found especially convenient, for in most of the departments of the school there is far greater dependence on broad reading from the varied shelves than on the assignment from a particular text.

Besides a large daily circulation among resident students there is a considerable demand from extension classes which the school is glad to fill. Five depository libraries of approximately 200 volumes each have been arranged and placed at the service of the rural demonstration schools of the district.

The library is steadily growing. In the last ten months 1800 volumes have been added. The available funds are so managed that any definite need can be supplied. In the immediate future many books are to be added. For courses in library work see Index.

LITERARY SOCIETIES

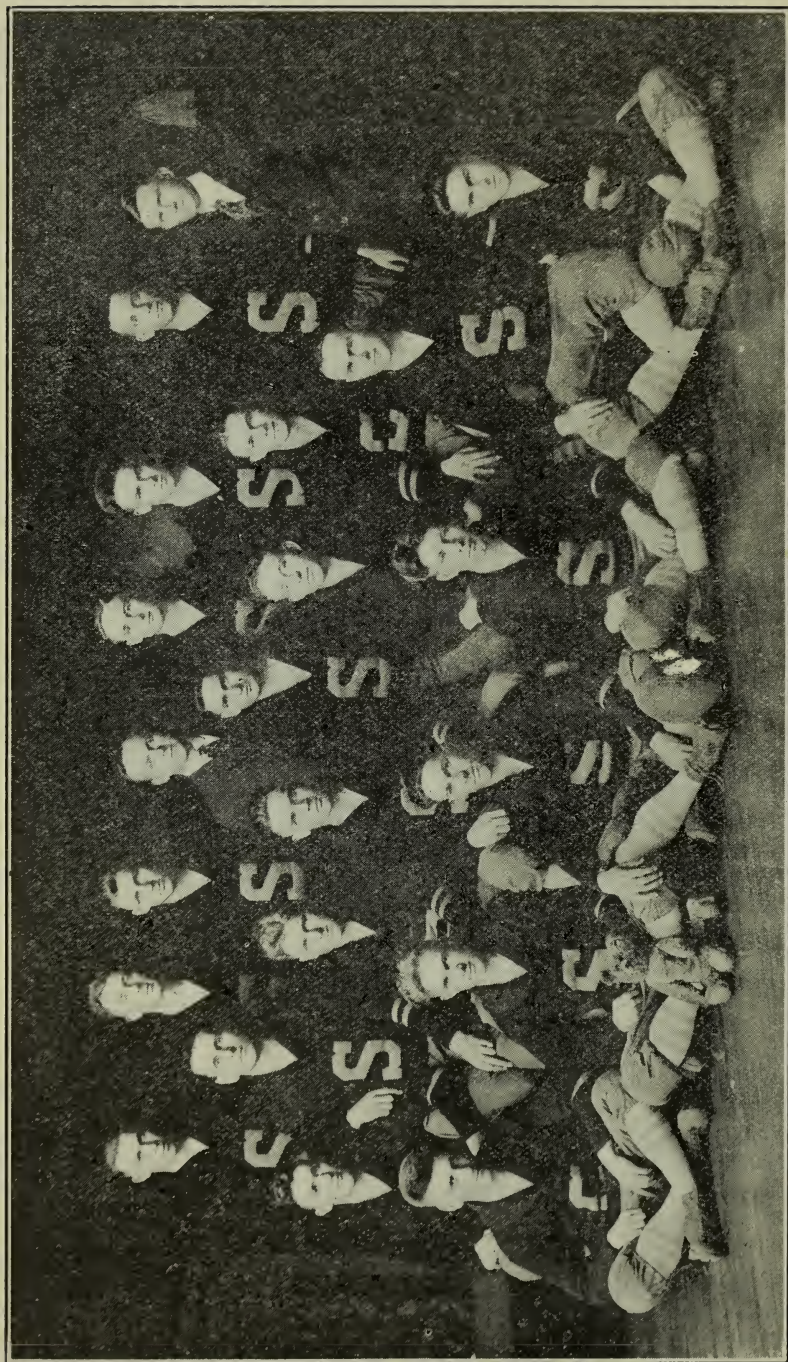
The three literary societies, the Bentonian Society, the Carrington Society, and the College Literary Club have established themselves as an important part of school life. They are distinctly democratic in organization and management. They eagerly seek for membership those who have had training in literary society work and those who are ambitious for such training. They give excellent practice in public speaking and in parliamentary procedure. Each of the three societies has its distinctive qualities, its much prized record of victories, and its cherished plans for the future. Members of the societies value their associations both for the intellectual training and for the social intercourse afforded by the weekly meetings and by the occasional social gatherings.



LITERARY CONTESTS

Literary contests are held in oratory, debating, extempore speaking and reading. The work of the oratorical contest is done during the fall term. The winner is rewarded by a double honor; he secures for his society the possession for a year of the oratorical trophy cup and he becomes the school representative in the inter-school oratorical contest.

In the winter term inter-society debates are held. The debaters selected by their respective societies make one half term of school credit if the work is done according to definite regulations. These debates are the source of much good-natured rivalry. Trophy cups record the names of winning teams and constitute the hardly fought prizes for the victorious societies.



LETTER MEN, FOOTBALL, SEASON 1919-20

In the spring term the inter-school debates are held. Debaters representing the school make one term of school credit. These debaters are chosen by a committee of six or more members of the Faculty from a preliminary contest open to everybody and from the inter-society debates. Successful inter-school debaters and orators are honored by having their names inscribed on the bronze tablet attached to the wall of the auditorium.

To the spring terms is also assigned the contest in interpretative reading. Selections used are submitted for approval to the Faculty Literary Committee. The prize in this contest is the possession of a trophy cup.

Arrangements have just been completed for a contest in extempore speaking to be held every term. The contest is open to students of high school rank or to students enrolled during the term of the contest in a high school English class. In accordance with the uniform plan for inter-society contests a trophy cup is awarded the winning society. A trophy cup awarded in any kind of contest becomes the permanent possession of the society which is first able to record upon it five victories.

THE EXPRESSION OF SCHOOL SPIRIT

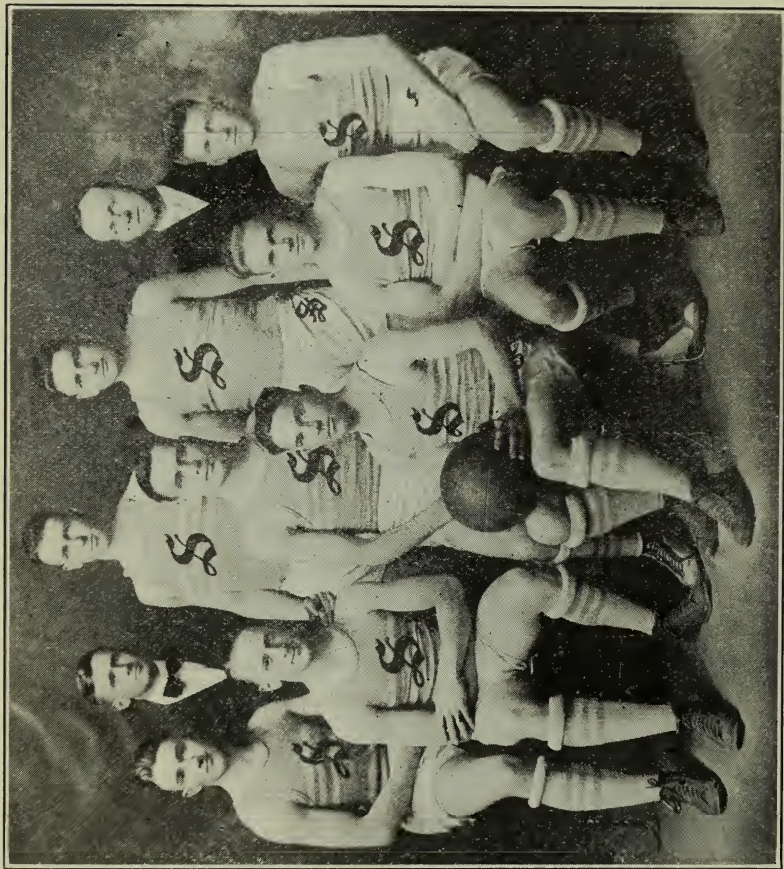
Of the extra-curricular activities of students there are two which peculiarly give expression to school spirit. **The Southwest Standard**, a bi-monthly publication, is edited by the senior class. It gives all the school news and reflects student opinion.

The Booster Club is another agency that has wide and powerful influence. It originated in a distinctly spontaneous manner. Under the direction of able leadership, it generously devotes its energy to promoting any worthy school project. Many a creditable undertaking has succeeded purely because of the timely and enthusiastic help given by the Booster Club.

ATHLETICS

The athletic training of the Teachers College has served many admirable purposes. Football, track, tennis, and basketball have led to the development of school spirit. Games with other schools have tended to unify the student body and to inculcate principles of democracy and co-operation. Men and women who have become teachers have gone out with a definite preparation for handling athletics in high schools.

Steady progress has been made in the organization of the work. The school has for seven years been a member of the State Inter-Collegiate Union. It has always been in the first group in football, basketball, and track. A duel track meet with Pittsburg State Normal School and a triangular meet with Drury and Rolla have aided in establishing track



LETTER MEN, BASKET BALL, SEASON 1919-20

records which are a source of pride. This year the second annual high school basketball tournament was held under the auspices of the Teachers College and a basketball league was formed which promises increased enthusiasm for the sport. The high school track meet held in the same manner for the last ten years has proved stimulating. At these tournaments advanced students are given practice as referees and officials. Students who have had this practice are often sent out to act as officials in inter-school contests held in various localities of the district.

PHYSICAL TRAINING

The Teachers College recognizes the importance to every teacher of strong physique. Accordingly physical training holds a large place in the organization of the curriculum. Three terms of the work are required for all diplomas of the school. Expert directors give personal attention to each student with the object of correcting particular physical defects. Carefully graded gymnasium classes illustrate every type of exercise. Sufficient provisions for advanced classes and for method courses are made in order to train students for the work of physical directors.

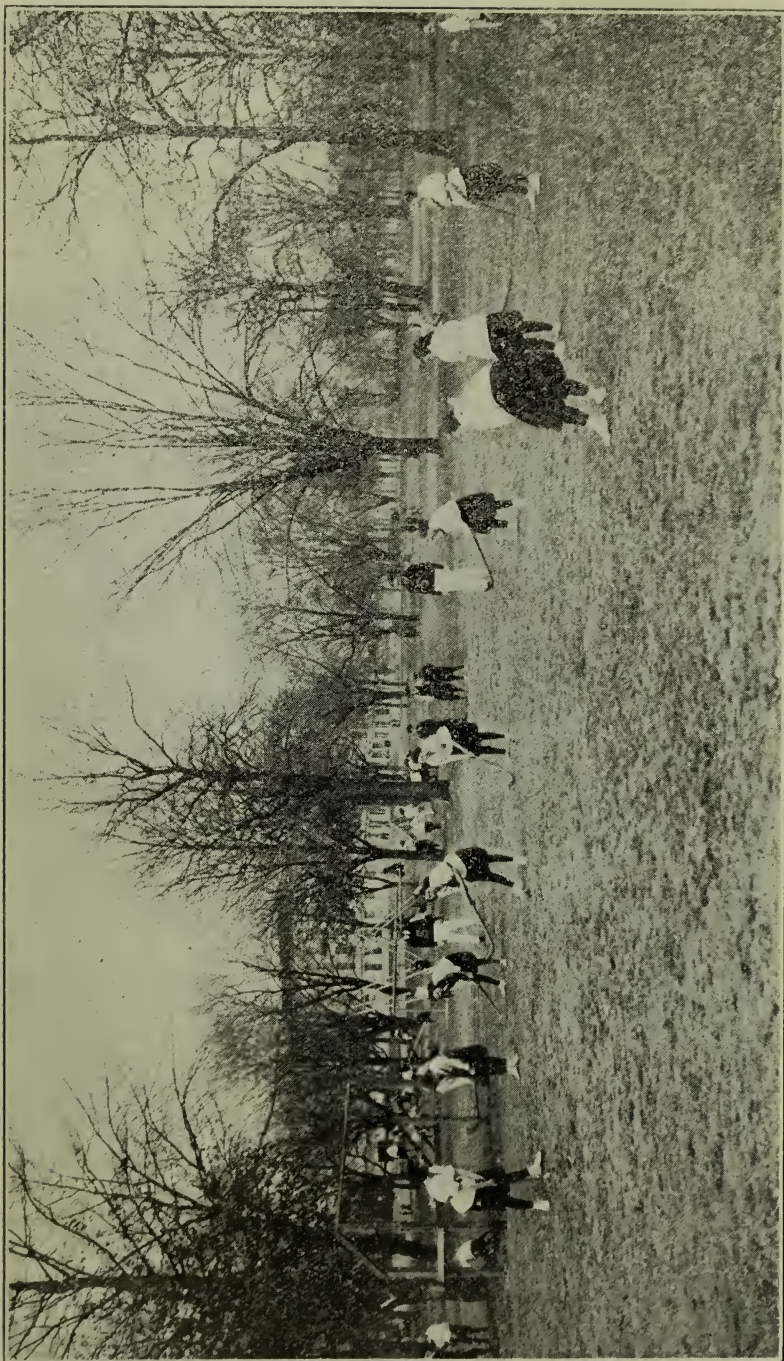
Hardly less important than the direct physical benefit is the sympathetic attitude which is developed toward physical education. This attitude is secured not only through the gymnasium classes but also through the demonstration work in the training school. The most interesting demonstration is that which is given on May Day. Most of the students and all the children of the training school have part in the pageantry, the dancing, and the winding of the poles. The beautiful celebration has been a means of awakening both school and community to the educational possibilities of games, play, and dancing.

SPRING MUSICAL FESTIVAL

In the month of April a musical festival which is participated in by most of the high schools of Southwest Missouri is held under the direction of the Teachers College. It consists of a Southwest Missouri Chorus, a musical contest and concerts by artists of note. Madam Galli-Curci gave a concert during the 1919-1920 festival.

SOCIAL LIFE

The attempt of the school is to give social training in a natural and democratic manner. Throughout the year there are many pleasant informal gatherings. A number of special occasions have come to be recognized as distinctively social. The young women of the school entertain the young men on Hallowe'en. The appropriate entertainment provided invariably gives proof of cleverness and resourcefulness. On Valentine night the young men give an enjoyable party in honor of the



SUPERVISED PLAY: HOCKEY, TEACHERS COLLEGE PLAY GROUND

young women. In the spring term the Faculty hold a reception for all students. The various social meetings afford an excellent opportunity for acquiring broad sympathy with large numbers of people. The College has its own motion picture machine and shows educational films free to students.

THE CHRISTIAN ASSOCIATIONS

The Young Men's Christian Association and the Young Women's Christian Association are strong forces in the social and the religious life of the school. The aim of the Associations is the promotion of Christian ideals and the maintenance of high standards in thought and conduct. The work is under the direction of Cabinets. The members of the cabinets are invariably influential and representative students of the most admirable type.

The Associations give their members exceptional opportunities for social, intellectual, and spiritual development. Every year a number of delegates are sent to the religious conferences held at Hollister. The regular devotional meetings are usually led by students. From time to time, however, prominent men and women of the city are invited to conduct joint meetings and to address the students on topics of vital interest.

A spirit of helpfulness dominates. At the beginning of new terms each of the organizations sends a committee to the trains to meet new students. Every effort is made to assist the new students in getting acquainted with the school, the student body, and the Faculty. The Y. M. C. A. has a student employment bureau through which employment is secured for those young men who wish to earn a part or all of their school expenses. The membership of the Y. W. C. A. is divided into three clubs which meet every Thursday afternoon. The purpose of these clubs is to bring the girls together at teas or at other social gatherings and thus to promote closer sympathy. The habit of Christian co-operation results in fitting each student for the largest ultimate usefulness.

THE SCHOOL PHYSICIAN

The school physician is the health officer of the school community. He is a member of the Faculty and is glad to consult with students concerning questions of health. No charge is made for his services. He should receive an immediate report in regard to any case of contagious disease.

THE ADVISER OF WOMEN

The Adviser of Women is prepared to assist young women in every possible way. She is charged with the general oversight of all social life. She has complete information in regard to boarding places and is able to give students the advice that they need. Through her broad experience and culture she is fitted to give suggestions on all problems that affect student life.

LIVING ACCOMMODATIONS

Irvington Hall, at 812 South Hampton Street, is the dormitory provided for the girls of the Teachers College. Girls under twenty-one years of age are expected to live there, unless for some special reason, the Council may decide otherwise. The hall has all modern conveniences and has been made more attractive this year by new furniture and hangings and by the refinishing of walls and floors. The planning of meals is under the supervision of the Household Arts Department and the teachers who live in the dormitory work in co-operation with the matron to make a real home for the girls of the school. The rules are those which should govern the conduct of students in any school. When there are social affairs, special permission may be obtained with regard to hours. If girls over twenty years of age wish to live in the dormitory, they may do so, provided there is room to accommodate them.

When two girls occupy a room, both board and room cost only \$5.00 a week. A girl who prefers to room alone pays \$6.00 a week. Bed linen is furnished, but each girl is expected to bring a bed-spread and comfort or blanket and to furnish her own towels and dresser cover. It is well to engage rooms early and to indicate on which of the three floors one prefers to live.

The dean of women has in her office an approved list of rooms and boarding places. This list must be consulted by all students who do not expect to live at Irvington Hall. Rooms rent from \$1.00 to \$2.50 a week and board may be had at from \$4.00 to \$6.00 a week. Young men may also find many good rooms and boarding houses near the school. It is of course understood that young men and young women must not board and room in the same house.

Unless absolutely necessary for the sake of economy, it is not advisable to do light housekeeping. Few students have the time to prepare the well balanced and well cooked meals which are essential to health and successful work.

NECESSARY EXPENSES FOR YEAR

Expenses for three terms (9 months)	Minimum	Maximum
Room rent, 36 weeks at \$1.00 to \$2.50.....	\$ 36.00	\$ 90.00
Board, 36 weeks at \$4.00 to \$6.00.....	144.00	216.00
Incidental fee	30.00	30.00
Books, tablets, pencils, etc.....	8.00	12.00
Laundry and other incidentals.....	10.00	15.00
<hr/>		
Total for year of 36 weeks.....	\$228.00	\$363.00
For a term of 12 weeks, one-third of above.....	76.00	121.00

THE CAFETERIA

The College operates its own Cafeteria in the main building. The noon meal is served to students at cost.

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